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TEACHERS COLLEGE BULLETIN

VOLUME 61-62 FEBRUARY, 1955-1956 NUMBER 1

STATE TEACHERS COLLEGE
Indiana, Pennsylvania

Catalogue Number

1955-1957

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

THE INDIANA COLLEGE CALENDAR

1955-1956 and 1956-1957

THE SUMMER SESSIONS

Pre-Session

	1955-1956	1956-1957
Classes Begin	Mon., June 6	June 4
Session Ends	Fri., June 24	June 22

Main Session

Classes Begin	Mon., June 27	June 25
Session Ends	Fri., Aug. 5	Aug. 3

Post Session

Classes Begin	Mon., Aug. 8	Aug. 6
Session Ends	Fri., August 26	Aug. 24

First Semester

Registration and Orientation of Freshmen (Details will be mailed)	Mon., Tues., Sept., 12, 13	Sept. 10, 11
Registration of Upperclassmen	Wed., Sept. 14	Sept. 12
*Classes Begin with First Period	Thur., Sept. 15	Sept. 13
Thanksgiving Recess Begins at the Close of Classes	Tues., Nov. 22	Nov. 20
Thanksgiving Recess Ends at 8:00 a.m.	Mon., Nov. 28	Nov. 26
Christmas Recess Begins at the Close of Classes	Thur., Dec. 15	Sat., Dec. 15
Christmas Recess Ends at 8:00 a.m.	Tues., Jan. 3	Thur., Jan. 3
**First Semester Ends at the Close of Final Examinations	Wed., Jan. 25	Jan. 23
Last Meeting of Saturday Campus Classes	Sat., Jan. 28	Jan. 26

Second Semester

Registration	Mon., Jan. 30	Jan. 28
*Classes Begin at 8:00 a.m.	Tues., Jan. 31	Jan. 29
Easter Recess Begins at the Close of Classes	Tues., March 27	April 16
Easter Recess Ends at 8:00 a.m.	Tues., April 3	April 23
**Second Semester Ends at the Close of Final Examinations	Thur., May 24	May 23
Alumni Day	Sat., May 26	May 25
Baccalaureate Services	Sun., May 27	May 26
Commencement	Mon., May 28	May 27

*Student Teachers begin prior to this date, depending upon the Center to which assigned.

**Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

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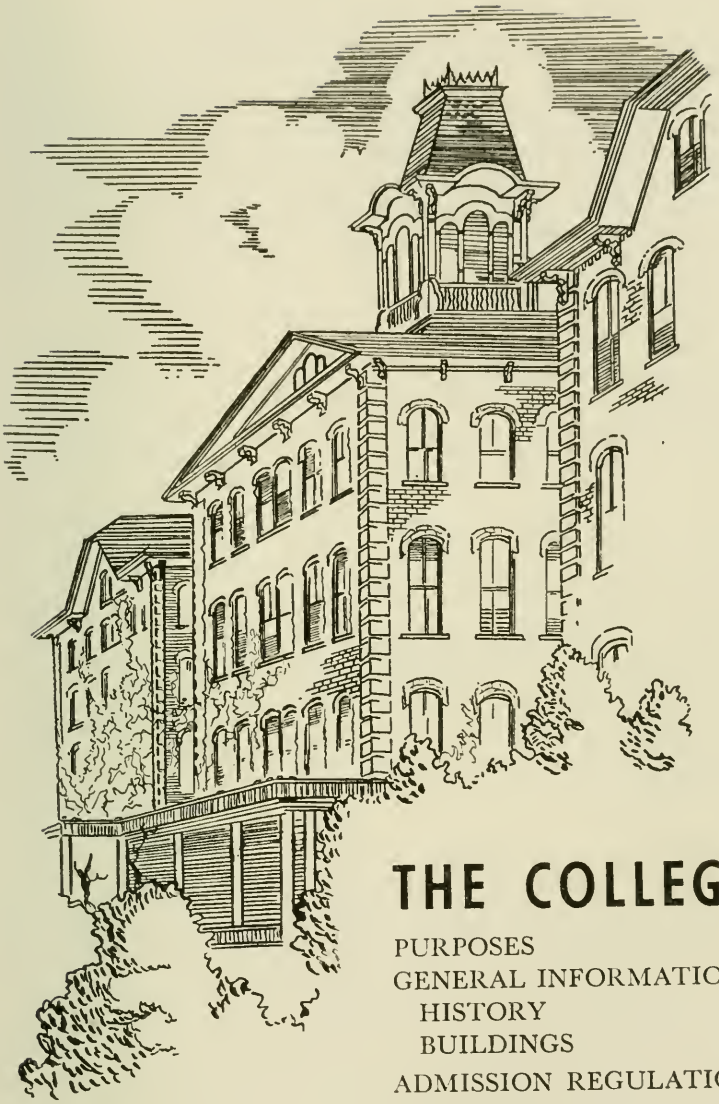


THE COLLEGE

PURPOSES
GENERAL INFORMATION
  HISTORY
  BUILDINGS
ADMISSION REGULATIONS
FEES, DEPOSITS,
  REPAYMENTS
SCHOLARSHIPS AND LOANS
REGULATIONS OF
  THE COLLEGE
SPECIAL SERVICES
STUDENT ORGANIZATIONS

PURPOSES OF THE COLLEGE

The State Teachers College at Indiana, Pennsylvania, recognizes the importance of general education for all students. The primary function of this college is to prepare every student intellectually, physically, spiritually, socially and professionally for adult life which will bring all of the rewards which come from the traditional liberal education which marks institutions of higher learning. The college recognizes that every teacher, whether he prepares himself to teach children in the elementary grades, in the high school, or in some special field, needs a profound understanding of life values which come from broad experiences in all areas of learning.

Intellectually. Every student who attends Indiana is challenged intellectually by a competent staff in those understandings and appreciations which are so essential to the educated person. In acquiring competence in language considerable emphasis is placed upon the importance of reading, writing, speaking, and listening in new comprehensive communication courses in which each student engages. To give the student rich background of heritage, he studies the cultures of the world, the history of mankind, his music, his art, and his literature. Every student is expected to know something of the physical world in which he lives and gains an insight into this area of learning through his courses in the physical sciences and the biological sciences. Recognizing that appreciations as well as understandings are essential to the liberally educated person, all students spend some time in courses which deal with the arts, especially in the graphic arts and in music.

Physically. The physical development of students, although recognized by the Greeks as essential, was for many years considered of little importance in institutions of higher education. Fortunately, today the mental and physical health of all college students has been given greater emphasis. At Indiana an attempt has been made to provide as many opportunities as possible for men students to participate in some kind of varsity athletics. This part of the physical development program has not been extended, however, at the expense of a broad physical activity program in which hundreds of men and women of the college participate. Athletics have been rightfully considered as a part of the program for physical development and not as a means of using the special talents of a relatively few students to provide advertising of questionable value for the college.

Spiritually. The State Teachers College at Indiana not only provides for the intellectual and physical development of a student, but also emphasizes those spiritual values so essential to a well adjusted personality. Here one will find almost seven hundred students who are enrolled in church-affiliated clubs in the town and about four hundred students who are active in the Student Christian Association,

a co-educational religious organization. One will find weekly and monthly meetings of church groups, morning watches at times of religious holidays, monthly vesper services in which students participate and religious exercises conducted by students at the college convocations. One will find an active participation in a religious-emphasis week at which time religious leaders of all faiths meet with students in large groups and in small discussion conferences to consider problems of the spiritual life. Indeed, spiritual growth of students at a state institution need not be neglected and it is not at Indiana.

Socially. No less important than the intellectual and physical development of a student is his personal and social growth. At Indiana there are on the campus more than eighty student organizations through which student participation provides an opportunity for personal and social development. The primary function of all these organizations is to assure for every student a chance to develop to the best of his ability desirable personal and social traits.

Emphasis is placed at the college upon student participation in the administration of college affairs. Most men and women students, through dormitory councils, make and enforce their own rules and regulations with respect to their living conditions. The student government of the college, through the student council, recommends rules and regulations for the administration of student affairs. All social activities of the college are carried out through the Student Cooperative Association which levies and collects the activity fee and prepares and administers its own budget. This Cooperative Association finances the college publications, the cultural life programs, the student bookstore, and student union and other services directly related to the students' social life.

At the present time the college is developing more fully its student personnel program. Beginning with an orientation program in the freshman year, which seeks to induct students into college life and social life, this student personnel service seeks to assist every student throughout his college career. Better coordination is now being sought among the various services of the college which are related to student welfare such as the instructional service, testing service, health service, clinical service, and others. An advisory program, which provides a faculty advisor for each student, guides effectively the personal and social growth of all students.

Professionally. The main function of the teachers college, however, is the professional preparation of the student for teaching in the public schools of the Commonwealth of Pennsylvania, acquired through experiences in professional education and in the laboratory school. It is this unique function which Indiana is especially equipped to perform. Every student is given a broad understanding of the principles of child growth and development, the principles of learn-

ing and the principles of teaching. No longer is it believed that one who knows his subject field acquires in some subtle way the techniques and skills necessary to teach others. Even more important, however, is the practicum in teaching which only teachers colleges have the facilities and the staff to provide. On the Indiana campus, for example, is one of the most modern, well-equipped, and well-staffed laboratory schools in the Commonwealth. In this school, which is operated and administered exclusively by the college, are 350 students and 14 specially-trained supervisors whose sole responsibility it is to initiate students in the actual teaching situation.

At Indiana, there is a well-balanced and effective program for the intellectual, physical, spiritual, social, and professional growth of college students. The unique function of the teachers colleges is to be found in the professional preparation of students, for this is the special task of this institution of higher learning. Even though the college does provide a sound liberal education for all, Indiana is a professional school and it maintains the special facilities and specially-trained staffs for the purpose for which it exists. Indiana seeks not only to provide a general education for all students but thorough professional education as well, for this is the main function of the college.

THE COLLEGE, PRESENT AND PAST

A state-owned and state controlled institution for higher education devoted exclusively to the preparation of teachers for the public schools of Pennsylvania, the State Teachers College at Indiana has six curricula, all four years in length, which lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election.

The following six curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

In addition the college at Indiana now offers curricula leading to a bachelor of science in education for dental hygienists and public school nurses. Dental hygienists take two years work at an approved technical school and the last two at Indiana. Nurses take three years at an approved nursing school and an additional 45 semester hours work at Indiana.

The college is an approved and fully accredited member of the Middle States Association of Colleges and Secondary Schools and of the American Association of Colleges for Teacher Education, the two acknowledged accrediting agencies for institutions in this region. The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position.

Throughout the entire history of the College at Indiana, great emphasis has been placed on maintaining high academic standards and providing adequate facilities conducive to individual and group growth. The present record and reputation enjoyed by the College have evolved during an eighty year history. Growing out of the need for a teacher training institution in western Pennsylvania, the General Assembly passed an act in the legislative session of 1871 granting aid to the establishment of a normal school in the ninth district at Indiana.

The first building was completed and opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and in excellent condition. The steady growth of the school has caused a continuous expansion in its building program, which includes a men's dormitory, Walter Murray Whitmyre Hall, first occupied in September, 1952, and a new Leonard Hall, a classroom building first used in September, 1954.

Many new buildings have followed that edifice of tradition — John Sutton Hall. The size and natural beauty of the college campus offer ample opportunity for recreation in an environment conducive to personal enjoyment. The main campus of the college originally 23 acres with one building is now composed of 62 acres on which are located eleven principal halls, twenty-four other buildings, and three athletic fields. The College Lodge, located a few miles from Indiana, is surrounded by 100 acres of wooded hillside. This not only offers opportunity for nature study by science and conservation classes but also provides an ideal setting for numerous social activities of the college.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the State Normal School became a college with the right to grant degrees. The name was then changed to the State Teachers College at Indiana, Pennsylvania.

Since the founding of the college in 1875, Indiana has graduated approximately 16,000 students, and since the college became a degree-conferring institution in 1927, about 6,000 degrees have been granted. Many of the graduates are organized into a strong Alumni Association with units active in many sections of Pennsylvania and also in New York, Michigan, and the District of Columbia. The Alumni Association cooperates with the college in many projects designed to better the college and for the welfare of the students.

Located in Indiana Borough, Indiana County seat, in the foothills of the Alleghenies at an elevation of about 1,300 feet, the Indiana College is ideally situated for cleanliness and beauty. The College is easily accessible by automobile over excellent state highway routes coming from all sections of the state. These leading routes are route 422 east and west, route 80 northeast and southwest, and route 119 north and south. Bus passenger services operate on frequent schedules to and from Indiana and all nearby cities and towns including Pittsburgh, Altoona, Johnstown, Butler, Punxsutawney, Kittanning, DuBois, Ridgway, New Castle and others. Indiana is also served by bus connections with the main line of the Pennsylvania Railroad at Johnstown and Pittsburgh.

GROUNDS AND BUILDINGS

The campus of the college at Indiana is frequently described as one of the most beautiful small college campuses in the country. The campus proper, located in the central section of the Indiana community, contains about fifty-six acres of and, twenty-three of which were in the original area. Several leased athletic fields adjoining the main entrance contain about six more acres. In the center of the campus is the historic oak grove about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is made beautiful by a careful distribution of shrubs, flowers and vines artistically arranged.

John Sutton Hall is the largest building. In addition to housing more than 600 women students, it contains the administrative offices, post office, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains the cooperative store, an excellent laundry and ironing room, a shampoo room, the Mademoiselle room for the use of women students.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and housing for fifty-three women students on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormintory until 1924; since that time it has served as a dormitory for women.

The Library, Wilson Hall was erected in 1893 as the Model School and was named for A. W. Wilson, third president of the Board of Trustees. The building was completely remodeled in 1941 in order to provide suitable library facilities.

An instructional program in the use of library tools and reference books is carried on by the staff to develop needed skills in library use. The well organized general holdings are enhanced by the reference collection, 250 current magazines, extensive files of bound magazines, newspapers, a rental collection of current fiction, pamphlets and curriculum materials.

Most materials are available by the "open stack" system which encourages the habit of using books freely. Students having access to all library materials can broaden their education through browsing, as well as widen their interests through intellectual reading.

Comfortable reading areas have been arranged in the library. Exhibits and displays are frequently changed as a means of arousing interest and supplying information.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building, and was destroyed by fire on April 14, 1952. A new Leonard Hall was constructed by the General State Authority and opened in September, 1954. The new building contains classrooms, laboratories, faculty offices, and the Indiana Film Library.

David J. Waller Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical education plant.

Jean R. McElhaney Hall, completed in 1931, houses the art, business education, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

John S. Fisher Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audi-

ences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

John A. H. Keith School, completed in 1939, provides for a complete elementary and junior-high-school program for observation and demonstration. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 180 observers, is a unique feature of the building.

Elkin Hall and six acres of land were bought in 1947. The home has been renovated and houses the music education department.

Military Hall, a temporary structure erected in 1947, is located on Grant Street. It contains offices, storage rooms and three classrooms for the Reserve Officers Training Corps.

The College Lodge is an important location in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside, with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Houses owned by the College and bordering the campus are occupied principally as dormitories by men and fraternities.

Catawba House, located at the corner of Maple Street and College Avenue, provides facilities for group meeting rooms and serves as the headquarters for the Indiana Art Association.

Shawanese House, located at 430 South Eleventh Street, temporarily houses the Speech and Reading Clinics and the Psycho-Education Bureau.

Whitmyre Hall, named for Walter M. Whitmyre, who retired as dean of men in 1954 after serving for thirty-seven years, was completed in 1952. The dormitory houses 220 men students, recreational rooms, music practice rooms, the dean of men's apartment, and the Student Union, which is a coeducational recreation center.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

The College Infirmary is located at 406 South Eleventh Street.

Louise Stanley and Ellen Richards Houses, located on South Eleventh Street, are used by the seniors of the home economics department for participating in practical home management problems based on actual family needs and expenditures.

Activities House on Grant Street is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

The College Cafeteria is located on the ground floor of Thomas Sutton Hall. The home economics department school lunchroom management class prepares and serves lunches in the Cafeteria five days each week to the pupils of the Keith School, the College faculty, and commuting students.

Memorial Athletic Field, developed in 1949 as a memorial to students and alumni who served their country in World War II, is located south of the main campus off Grant Street. This field, seating five thousand persons, is the site of intercollegiate football and baseball games. Two other athletic fields, Braves Field and Seneca Field, off South Eleventh Street near the Glassworks, provide space for soccer, field hockey, track and other outdoor sports activities. There are also six tennis courts available for student use.

Student Union, a coeducational recreation center, is located in the south wing, first floor of Whitmyre Hall and contains a snack bar, dance floor, and other recreational facilities.

At the Student Union in Whitmyre Hall students constantly gather for snacks, dancing, cards, and gab-fests.

ADMISSION REGULATIONS

Application Forms. Applicants for admission to Indiana State Teachers College should write to the Registrar requesting forms furnished by the College.

Summary of Steps for Admission

1. File the following documents with the Registrar of the College:
   a. Application and personnel record.
   b. Preliminary report of high school rank if the application is made before graduation.
   c. Complete record of high school credits after graduation.
   d. Medical blank filled out by family physician.
   e. Check or money order for advance deposit of ten dollars.
2. Arrange through office of the Registrar to come to the college for personal interview.
3. Arrange through office of the Registrar to take necessary tests.
   a. Scholastic aptitude if required.
   b. Art or music aptitude if art or music student.
4. Transfer students file an official transcript of college credits and statements of honorable dismissal with office of the Registrar.
5. Above steps completed, the application will be submitted to the Committee on Admissions for approval.
6. A formal letter of approval from the Registrar indicates the applicant is admitted.

Requirements for Admission. Admission to the college is granted on the basis of satisfactory achievement with respect to the following items:

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade (as determined by the Credentials Division of the Department of Public Instruction with rank in the upper half of the class at graduation. A candidate who lacks the rank at graduation or who holds a High School Equivalent Diploma will be required to take a scholastic aptitude test administered at the college. The candidate must make a satisfactory rating on this test.

   Applicants for admission to the art curriculum must make a satisfactory rating on an art aptitude test administered at the college. In the music department applicants must attain a satisfactory rating on a music aptitude test and also by auditions in vocal and instrumental music give evidence of the necessary specialized abilities.

2. Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health and physical vigor as indicated by emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination given by the family physician and confirmed by the college physician.

4. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development. Prospective students may come to Indiana for this interview Wednesday and Thursday afternoons during the calendar year and test dates, 1:30 p.m. to 4:00 p.m. Specific information regarding interviews may be secured at any time by writing to the Registrar.

Test Dates. Dates for tests are as follows: March 1, 1955; April 4, 1955; May 3, 1955; June 9, 1955; July 14, 1955. Dates for tests in 1956 will be about the same as those for 1955; however, write to the college registrar for exact 1956 dates.

Tests begin promptly and applicants who wish to take tests should report not later than 10:15 a.m. and 1:15 p.m. Test hours are as follows: scholastic aptitude 10:30 a.m.—12:15 p.m.; music aptitude 1:30 p.m.—4:00 p.m.; art aptitude 1:30 p.m.—3:00 p.m.

Advanced Standing. The following regulations govern admission of students with advanced standing.

1. A student desiring to transfer from another college must submit an official transcript of the work taken at his former college together with a statement of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence work toward limited certification unless such work was completed previous to September,

1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshman tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College. Junior Standing can be attained only after attendance at Indiana for one semester.

Absence and Tardiness. The college has no cut system of absenteeism. In case of absence or tardiness, the student will fill out a blank and present it to the teacher for admission to the class.

The teacher will pass judgment on the merits of the excuse and handle the matter accordingly.

The blanks will be available at any department office.

This plan puts the responsibility first upon the student, second upon the teacher, and third upon the Dean of Instruction, who may in turn furnish the adviser and the Dean of Men or the Dean of Women with whatever information is necessary for a follow-up.

Whenever a teacher feels that any student has been absent or tardy to an extent that might endanger scholastic standing, the teacher will report the fact promptly to the office of the Dean of Instruction.

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation, a student must have secured as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

Advisory System. Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to the student's adviser. The adviser consults with the student reported with the thought of assisting him to improve his status by the end of the semester.

Grade Reports. About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents.

Criteria Governing Continuance in College. It is expected that a student attending college for his first semester earn a minimum of eight hours and eight quality points to continue. Students falling below this minimum would rarely have a reversal of form.

It is expected that a student shall earn twelve hours and twelve quality points each semester to continue in good standing.

A student earning from 8 to 11 semester hours and/or from 8 to 11 quality points may continue on probation for one semester.

Each person shall be considered individually if his record is poor with a view to allowing exceptions because of personal illness, family conditions, or good test record.

Classification of Students. Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 30 quality points.

A sophomore has at least 30 semester hours and 30 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See below.)

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degrees may be classified as seniors.)

Junior Standing. The main purpose of junior standing is to assure certain students that success in the teaching profession is evident; also, that the college intends to recommend him as a teacher if he continues his progress at the same level.

Requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be filled.

Formal admission to junior standing is a requisite for continuing the program in teacher education. Students will make application for admission to junior standing during their fourth semester which is

just prior to the time they will be beginning an intensified program of professional work. The applications are taken under advisement for approval or disapproval by the Committee on Professional Standards.

Students must meet the following requirements to obtain approval for junior standing:

1. The scholastic record must be "C" average or better for the first two years' work.

2. A "C" average must be attained in Communication I and II or a satisfactory score made on the Sophomore English Test. Students transferring English credits must pass the Sophomore English test.

3. Adequate background as measured by the Sophomore Tests (March, July or December) in English, General Culture, and Contemporary Affairs must be shown. Students who rank low in all three tests will be required to take an additional three hour course, and to repeat the Sophomore tests.

4. A personality that is satisfactory for a teacher must be in evidence. Reports of six or seven members of the faculty form the basis for evaluating this factor.

5. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.

6. The voice must be pleasing and free from objectionable qualities.

7. A well balanced record of extra-curricular activities must have been developed.

8. The student shall meet the specific requirements of his curriculum and the courses prescribed for the first two years.

Students who fail to meet the above requirements will be given one semester plus summer sessions to make them up. Students who fail to clear up their deficiencies at the time of their second application will be limited in further professional training leading to certification, until the deficiency is made up.

In this procedure for junior standing the student is treated as an individual who has his own hopes, skills, and desires. Not everyone may be a successful teacher but the College hopes to aid every student in achieving a successful life. If in the junior standing process it is found that the student is not suited for the teaching profession, the college will endeavor to assist him in making an adjustment to a new objective.

Credentials will be examined by the Committee on Admissions and Professional Standards and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

Select Curriculum For Degree Work. Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any student who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to have his certificate made permanent. This is a life certificate to teach the subjects in his field in any public school in the State.

The holder of a college certificate in the elementary field may be certified for teaching in the secondary field by adding about 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers.

Elementary-Temporary Standard Certificate. The Superintendent of Public Instruction is authorized to issue an elementary-temporary standard certificate valid for teaching in the elementary field

for a period of one year to the holder of a certificate which is valid for teaching in the secondary field, under certain conditions, which are chiefly:

1. A written request shall be presented to the Superintendent of Public Instruction by the superintendent under whose jurisdiction the teacher is to serve.
2. The certificate may be renewed for an additional period of one year through the presentation of an official transcript showing that six semester hours of further professional education in the elementary field have been completed.

FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
*Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking more than seven (7) semester hours—whether in regular, Saturday Campus, or extension classes—shall pay the appropriate regular contingent fee listed above. These fees include the full semesterly amount of the following special curriculum fees: Art Curriculum, $18.00; Business Education Curriculum, $12.00; Home Economics Curriculum, $27.00; Music Education Curriculum, $45.00. No special curriculum fee is charged to any student in the Elementary or Secondary Curricula. All students taking seven (7) or fewer semester hours—whether in the regular, Saturday Campus, or extension classes—shall pay at the rate of $7.50 per

*This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on next page.

semester hour plus such pro rata of the above enumerated semesterly special curriculum fees as the number of hours they carry bears to eighteen (18) semester hours.

Housing Fee. The housing fee for students is $108.00 per one-half semester. This includes room, meals, and limited laundry. For rooms with running water there is an added charge of $9.00 per student per semester. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time.

Student Activity Fee. An activity fee is collected from all students and administered through the Student Cooperative Association under regulations approved by the Board of Trustees. This fee of $15.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. No activity fee is charged for Saturday campus and extension classes (seven hours or less).

Late Registration Fee. Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

Fees For Out-Of-State Students. Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $240.00 per year or at the rate of $7.50 per credit. Out-of-state students enrolled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the music department. Members of the music department who wish additional private instruction other than that assigned by the Director (and included in their $90.00 contingent fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is $6.00 per semester. The fee for practice use of the pipe organ one period per day is $36.00 per semester. If state-owned instruments are not available, the music department will assist in securing instruments from individuals for students at the current rate of $8.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students admitted to the infirmary pay board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records.

Delinquent Accounts. No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

Other Charges. In addition to the above fees the average student will require approximately $40.00 per semester for books, gymnasium costume, student organization dues, etc.

Military Clothing Deposit. A deposit of $5.00 must be made by all students at the time of registration, if enrollment in the ROTC is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC.

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made on application by the student to the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Cooperative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

SUMMER SESSIONS FEES

Contingent Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is $7.50 per semester hour. A minimum contingent fee of $22.50 is charged.

Contingent Fee for Three-Weeks Pre-and Post-Seasons. The contingent fee for the Pre-and Post-Sessions is $7.50 per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

	Summer Session	Pre-Session	Post-Session
Art	$ 6.00	$3.00	$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

Activity Fee. For the regular summer session the fee is $5.00 and for the pre- or post-summer sessions, $2.50.

Housing Fee. For the regular summer sessions the fee is $72.00 and for the pre- and post-sessions, $36.00. This fee includes room, meals and limited laundry. Rooms with running water carry an extra charge of $3.00 for the six weeks session. Students who request a double room to occupy alone pay an additional $2.00 per week.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees ..... June 6, 1955
Payment in full of all regular Summer Session fees ..... June 27, 1955
Payment in full of all Post-Session fees ..... August 8, 1955
Payment for the first half of first semester .... September 12-14, 1955
Payment for the second half of first semester November 7-11, 1955
Payment for first half of second semester ..... January 30, 1956
Payment for second half of second semester ..... March 26-30, 1956

Payment for the entire semester may be made in September and January if desired. Above dates are for 1955-6. Dates for 1956-7 will be about the same. Exact dates for 1956-7 may be secured from the college registrar or business office.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the president, dean of instruction, registrar and to the business office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Cooperative Association.

SUMMARY OF FEES

(Subject to Change)

STUDENTS LIVING AT THE COLLEGE

First Semester

Description	Elem. Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
Contingent Fee	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Amount Due Sept. 12-14, 1955						
Room, Board & Laundry	108.00	108.00	108.00	108.00	108.00	108.00
Total Due Commonwealth of Pa.	$130.50	$130.50	$139.50	$136.50	$144.00	$153.00
Amount Due Nov. 7-11, 1955						
Contingent Fee	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Room, Board & Laundry	108.00	108.00	108.00	108.00	108.00	108.00
Total Due Commonwealth of Pa.	$130.50	$130.50	$139.50	$136.50	$144.00	$153.00
Total Due Commonwealth of Pa.—First Semester	$261.00	$261.00	$279.00	$273.00	$288.00	$306.00
Activities Fee—Total Due Students Co-operative Ass'n.	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00

Fees for the Second Semester are the same as the above.

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Description	Elem. Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
Amount due Sept. 12-14, 1955 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Activities Fee—Total Due Students Cooperative Ass'n.	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00
Amount Due Nov. 7-11, 1955 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Total—First Semester	$ 60.00	$ 60.00	$ 78.00	$ 72.00	$ 87.00	$105.00

Fees for the Second Semester are the same as above.

If Advance Reservation Deposit of $10.00 has been paid, please deduct $10.00 from the September payment due the Commonwealth.

Payment for the entire semester may be made in September and January.

Dates above are for 1955-6. Dates for 1956-7 are about the same. Exact 1956-7 dates are available from the business manager.

SCHOLARSHIPS AND LOANS

State Scholarships. The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday of May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth $100 a year for four years and may be used at the State Teachers Colleges. Inquiries concerning State Scholarships should be sent to Mrs. Charlot G. Coffroth, Assistant Director, Credentials Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

Corinne Menk Wahr Scholarships. Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from one hundred to one hundred and fifty dollars, payable in the designated amount for each of four years. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Registrar. In any one year as many as eighty students may be receiving a total of $7,500 of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Seven Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the Indiana campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively.

Clark Scholarship. The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona

in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership, and American citizenship.

Presser Foundation Scholarship. The Presser Foundation of Philadelphia will award a scholarship of $250 each year to a music student at the Indiana State Teachers College.

Kappa Delta Pi Scholarship. The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of character, scholarship, and evidences of leadership.

Secondary Education Scholarship. A scholarship of $50.00 is given annually by the Secondary Education Club to an upper-class student who has shown an active interest in college affairs, scholastic ability and desirable personality traits.

Syntron Foundation Scholarships. Through the Syntron Foundation of Homer City, several scholarships of $200 are awarded annually to freshmen. Preference is given to children of employees of the Syntron Company and to graduates of Homer City, Blairsville and Indiana High Schools. Twelve scholarships good for four years were in effect in 1954. Applications must be filed with the registrar by May 15th.

Jane E. Leonard Memorial Loan Fund. This loan fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about $26,000. The governing board in charge of granting loans consists of a faculty committee appointed by the president of the College. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. In special cases of emergency a freshman may arrange for a short-term loan during his second semester in college. The maximum outstanding loan to any student cannot exceed $400.

Thirty-day loans not to exceed $20 are available to all students in cases of emergency. No interest is charged. These loans are available upon application to the Dean of Instruction, Dean of Men, or Dean of Women.

Men's Varsity "I" Loan Fund. The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than $150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

Veterans. Indiana is approved to offer training under the Korean G. I. Bill (Public Law 550) as well as under Public 346 (World War II) and Public Law 16 (Disabled Veterans). Applicants for admission who are entitled to training under one of these bills should contact the Veterans Counselor immediately after they apply for admission.

REGULATIONS OF THE COLLEGE

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.

Dining Room Policy. All freshmen, men and women, living in college buildings or college operated houses shall eat in the college dining room. All sophomore and junior students living in college dormitories or houses will eat in the dining room unless excused by the Dean of Men or Dean of Women for good causes. All senior students may or may not choose to eat in the dining room although choice should be made at semester time only. All sophomore, junior and senior students living in college buildings who are not to eat in the college dining room shall obtain permission blanks from the Dean of Men or Dean of Women before June 1 or January 15.

Women's Housing Policy. All women except those living with immediate relatives, those working for room and board in approved homes, married women, graduates of other institutions, or veterans are required to live in college dormitories or college operated houses. Sophomore, junior and senior women will be housed in dormitories. Freshman women will be housed on fourth floor of John Sutton Hall in so far as space is available. When that space is filled freshmen will be assigned to college operated houses until their sophomore year when they will be moved into the dormitories.

Up to April 15, those students who have paid the advance deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after April 15 as possible, the remaining rooms are chosen by lot. Only students who have paid the room reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

General supervision of the personal and social welfare of women students is exercised by the Dean of Women and head residents. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on scholastic achievement. Restrictions which are put upon the freedom of students are felt

to be necessary for successful study and living conditions and for the well-being of the group.

Participation in dormitory government is vested in the Women's Collegiate Association, of which all resident women are automatically members. Representatives from each living unit make up the council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. A Judicial Board administers and enforces association regulations.

Men's Housing Policy. Campus rooming facilities are under the supervision of a head resident, student hall counselors or house heads responsible to the Dean of Men and in fraternity houses, under the supervision of fraternity presidents. This group, with a Men's Council, assists the Dean of Men in effecting orderly procedures in resident living. All men, whether living on or off the campus, are expected to abide by the rules and regulations of the College.

All freshman men, except those who commute daily, who live with relatives, or who are married, shall live in college property when accommodations are available. Each September a block of rooms will be made available in Whitmyre Hall dormitory, as well as some rooms in college-owned houses, for new freshmen. Transfer students will not be given priority in college housing until they have attended Indiana for an academic year. They may then place their names on the waiting list. No man can expect residency in the dormitory for more than four semesters if there are applicants on the waiting list. While every effort will be made to continue the tenancy of men assigned to the dormitory as long as feasible, this statement should not be construed to give assurance of residence for four semesters.

Non-commuting men who cannot be accommodated on the campus are expected to select rooms in town from an approved list compiled in the office of the Dean of Men. All financial arrangements are the responsibility of the student and the landlord.

After the freshman year, room assignments in the dormitory, college-owned houses and fraternity houses are based on regulations that are made available to students enrolled in college. To the greatest extent possible, rooms and roommates are assigned in terms of requests made by the students.

Baggage. All baggage is delivered to the basement of John Sutton Hall or Whitmyre Hall, and porters transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college houses should mark their baggage with the street address.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name identified by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students. An automatic washer and dryer are available at small cost.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, soap, needed toilet articles, etc. Curtains and draperies are provided in Whitmyre Hall and John Sutton Hall.

Students must also furnish their own gymnasium attire and towels. The Physical Education Department requires regulation gymnasium and pool equipment, which are purchased in the College Book Store. The required costume for men costs about $6.00. The cost for women is a little higher.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about $5.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

Vacation and Guest Charges. Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 50 cents; lunch, 75 cents; dinner, one dollar.

A charge of 50 cents is made for overnight guests. Arrangements should be made with the House Director, or Dean of Women, or Dean of Men, depending on the dormitory involved.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector.

Smoking in women's dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted but must be approved

by the college electrician. Extension cords are not allowed, and double sockets only as approved by the electrician.

The Handbook. The Student Council publishes a handbook which is given to all students. This handbook contains information concerning college organizations, procedures, and routines and is a great help to all students.

Day Students. Accommodations for women day students are provided in John Sutton Hall. Similar quarters for men day students are located in Whitmyre Hall. Library facilities provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria or Student Union.

SPECIAL SERVICES

College Infirmary. At 406 South 11th Street is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for emergency hospitalization for which a fee of $2.00 per day from the first day is charged. Free dispensary service is available to students in clinics conducted in the infirmary and in the Keith School.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

Office Hours. Monday through Friday: 8:00 A.M. to 12:00 Noon; 1:00 P.M. to 5:00 P.M. Saturdays: 8:00 A.M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4:00 P.M. in June, July and August.

Library Hours. Monday through Friday: 7:45 A.M. to 5:00 P.M.; 7:00 P.M. to 9:00 P.M. Saturday 7:45 A.M. to 5:00 P.M., Sunday: 2:30 P.M. to 5:00 P.M.

Special Clinics. Three clinics at the college offer diagnostic testing and remedial services in the following areas:

Psycho-Education Bureau—personal, vocational, and educational counseling, and diagnosis of academic and behavior problems.

Reading Clinic—diagnosis and remedial programs for reading disabilities.

Speech Clinic—diagnosis and remedial programs for the speech handicapped.

These services are made available to the students regularly enrolled at the college as well as to supervisory officials and classroom teachers in the college service area without charge. College students who need help in any of the problem areas suggested above are encouraged to seek the help of the clinic concerned. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college.

Reserve Officers' Training Corps. The United States Army has a unit of the Reserve Officers' Training Corps at the college. Male freshmen students are expected to enroll. Upon graduation from the regular college course and successful completion of the Reserve Officers' Training Corps Program, the student will receive a second lieutenant's commission in the United States Army Reserve. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student goes into the Army as an officer for a period of two years, if called by the Secretary of the Army. This enables the student to obtain his college degree and then fulfill his obligation to his country. College credit for participation in the Reserve Officers' Training Corps program is given in lieu of credit for physical education.

Placement Service. The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and

for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. Reserve Officer Training Corps instruction is conducted for those male students enrolled in the summer session courses. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1955. The pre-session will open Monday, June 6, and closes Friday, June 24. The main session starts Monday, June 27 and continues to Friday, August 5. The post-session opens Monday, August 8 and closes Wednesday, August 26. It is thus possible for a student to secure three to twelve credits by attending the summer school. Dates for the summer of 1956 may be observed in the college calendar given on page 2 of this catalog.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for certain courses at a given place too far distant from Indiana for students to attend Saturday campus classes, arrangements may be made for one or more courses by extension. Requests should be made to the Dean of Instruction not later than one month preceding the opening month of the semester.

The contingent fee for all extension and Saturday Campus Classes is $7.50 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing full time teaching.

STUDENT GOVERNMENT

Student Council. The Student Council cooperates with the administration in the consideration of college problems which pertain to scholarship, school life, community relationships and professional development. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Cooperative Association. Each student enrolled in college pays, along with other fees, an Activity Fee of $15.00 a semester. This money, together with the profits made from the operation of the Cooperative Book Store, is used to finance the Student Cooperative Association.

The activities of this organization are extremely broad and have a great influence on the college life of the student body. In general a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued upon payment of the Activity Fee.

All students are entitled to attend college athletic contests, receive the weekly college paper "The Indiana Penn," a copy of the college yearbook "The Oak," attend all-college dances with music furnished by an orchestra, and other all-college parties and dances. Funds from the Association are provided to secure programs for the regular college convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics.

The finances of the Student Cooperative Association are administered by a Finance Committee appointed jointly by the President of the College and the Student Council.

The Cultural Life Series, sponsored by the College Student Cooperative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

During recent college years, this committee has presented the Piano Play House with Milton Cross as commentator, Musical Americana, The Virginia-Barter Theater production of Shakespeare's "Two Gentleman of Verona," Cincinnati Symphony, Goldovsky's Opera Theater, Iva Kitchell—satiric dancer, Claude Rains, Nora Waln, and Merrill Moore.

Women's Collegiate Association. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property.

Men's Student Leagues are divided into the Resident and Non-Resident organizations. The former aids in directing the affairs of

men students who live in college property while the latter represents non-resident men. The presidents of both organizations are members of the Student Council.

RELIGIOUS ORGANIZATIONS

Although non-denominational the college aims to be a positive religious influence. Students are encouraged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussion and participation in religious programs. During the year College Vesper programs give opportunities for students to hear outstanding religious leaders of the country.

Through the S.C.A. and denominational church clubs, students are afforded other avenues for experiences in Christian living in the form of religious meetings, social functions, and opportunities for community service. Attendance at area and regional conferences and the Student Christian Movement provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in a special Spiritual Enrichment Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

Each year the Religious Life Committee sponsors a week devoted to the emphasis of religion and all different religious groups on the campus participate. Outstanding leaders in various religious groups are brought to the campus and help conduct the program outlined for this special occasion.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate interest in art in the college community. Membership is open to all interested persons. The College Annual, "The Oak," the Art Education Conference, and the Annual Cooperative Exhibition are sponsored by the department and are supported financially by the Student Cooperative Association.

The Department of Business Education provides its students an organization called the Junior Chamber of Commerce which has for its objectives the social and professional development of business students through professional meetings held twice yearly at which times outstanding business and education leaders discuss pertinent problems in the business field.

The Elementary Education Department sponsors a local branch of the Association for Childhood Education International. All the students of the department become members of this organization which has for its purpose the promotion of the best possible education for children from the nursery school through the elementary grades.

A student planned professional and social program helps the members of the organization to achieve the purpose of the ACE.

The English and Speech Department sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Speech wing of the Department sponsors two organizations: "Masquers," an all-college group devoted to drama and the allied arts, and Sigma Alpha Eta, national professional fraternity for college students interested in speech correction and hearing. The English-Speech Club, whose membership includes all persons seeking certification in English and speech, holds a social-professional meeting once each semester at the College Lodge.

The Geography Department sponsors the Alpha Omega Gamma Fraternity, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field.

The Home Economics Department sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Pennsylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Every department major joins and works in the clubs as a preparation for her responsibility with Future Homemakers of America Clubs when teaching. Through club work each major gains experience in professional, social and leadership responsibilities in organization work. Merry-Go, other social activities and fund raising experiences prepare members for many out-of-class advisory responsibilities which home economics high school teachers are asked to assume.

The Military Science Department sponsors three extra-curricular activities: "The ROTC Drill Team" which affords the opportunity for students who excel in Leadership and Drill to demonstrate and develop their abilities by performing as a precision drill team; "The ROTC Rifle Team" which develops proficiency in marksmanship; "The ROTC Band" a select group of student musicians who provide music for military formations.

Membership in these activities is open to members of the ROTC on a voluntary basis. Students of special abilities who wish to further their talents are encouraged to participate.

The Music Department sponsors only one group exclusively for students majoring in Music, the Music Educators Club. All other activities exist for any college student who is interested and sufficiently capable. If a student cannot meet exacting requirements for college choir he can be in one of the glee clubs or mixed chorus. Likewise, where a student cannot qualify for the more advanced

instrumental organizations (College Symphony, String Orchestra, or Symphonic Band) he may get desired experience through membership in the beginning orchestra, band, and instrumental workshop.

The Science Department sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Meetings are held on the second and fourth Mondays of the month with the program provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

The Division of Secondary Education sponsors the Secondary Education Club which provides opportunities for students of the Division to become acquainted with current activities in modern high schools, to become familiar with areas outside those of their own specialization, to organize and participate in club activities similar to those carried on in high schools, and to enjoy social meetings of the entire group.

The Social Studies Department sponsors the Inter-Collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; and the International Relations Club, which provides an opportunity for understanding and discussing world affairs. The club is sponsored by the Carnegie Foundation for Universal Peace and each year sends delegates to the Middle States Regional Conference.

The Physical Education Department encourages the formation of sports clubs for those students who are interested in a particular sport.

Men's Varsity "I." The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

Women's Varsity "I." This group is composed of girls who have shown by participation, an interest in athletics. It organizes intramural activities for girls, supplies sports managers, keeps records of all candidates for awards and promotes extra-college and professional contacts for its own members.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, wrestling, swimming, track, basketball, volleyball, football (six-man and touch), baseball, softball, speedball, soccer and other out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sports skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, soccer, golf and swimming.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

FUTURE TEACHERS OF AMERICA

The John A. H. Keith Chapter of the Future Teachers of America is a professional organization composed of all seniors and other interested students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an

honorary national fraternity for men and women in business education is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lambda Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus, March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927. Sigma Alpha Eta, a national professional speech and hearing fraternity, was installed at the college in 1952. Alpha Psi Omega, a national honorary dramatic fraternity, was installed at Indiana in 1953. Zeta Tau Chapter of Phi Mu Alpha Sinfonia, national honorary professional music fraternity for men was installed May 21, 1953. The Delta Sigma Chapter of Delta Omicron, a national professional music fraternity for women, was installed March, 1953.

Social Fraternities. The college believes that fraternities afford opportunities to young men and women for maintaining scholarship, for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large. Therefore, the college encourages the formation of enough fraternity chapters on campus so that every man and every woman who cares to belong to one may have the opportunity.

Men's Fraternities. Six fraternities, four national and two local, have chapters at Indiana. The following fraternities are in operation:

1. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity was established on November 8, 1930.

2. Xi Chapter of Sigma Phi Epsilon, a national social fraternity was established on January 5, 1932. Between this date and 1909 is had been both a local and a national professional fraternity under other names.

3. Gamma Pi Chapter of Delta Sigma Phi became a national social fraternity on April 26, 1953. It was organized originally as a local fraternity in December, 1950.

4. Delta Rho Chapter of Tau Kappa Epsilon, a national social fraternity was established January 30, 1955. This group was originally organized as Phi Alpha Zeta in 1929. Prior to that date it was known by another name, having been established as a fraternal group on June 4, 1908.

The following are local fraternities at Indiana:

1. Delta Sigma Nu was organized in September, 1949.

2. Delta Gamma Tau was established in February, 1952.

Inter-fraternity Council. This group is composed of the president and another member of each of the six fraternities operating on the campus. Its purpose is to promote understanding and cooperation among the fraternal groups and to regulate inter-fraternity affairs.

Women's Fraternities. Eleven national women's fraternities have chapters on the campus: Alpha Sigma Alpha, Alpha Sigma Tau, Beta Sigma Omicron, Delta Sigma Epsilon, Delta Zeta, Phi Mu, Pi Kappa Sigma, Sigma Kappa, Sigma Sigma Sigma, Theta Sigma Upsilon, and Zeta Tau Alpha. In addition one local group, Phi Omega Pi, is working toward national affiliation.

Panhellenic Council. The Panhellenic Council is composed of twenty-five representatives, two representatives from each fraternity and a faculty adviser. The purposes of the Panhellenic Council are, to promote a spirit of friendship and cooperation among the fraternities of the college; to encourage chapters to support all campus activities that promote the welfare of the fraternities and of the college; and to regulate matters of common welfare to the fraternities.

ENROLLMENT BY CURRICULA

1954-1955

	Male	Female	Total	Total by Curricula
Elementary Curriculum:				
1st year	29	108	137	
2nd year	18	82	100	
3rd year	9	60	69	
4th year	11	82	93	
				399
Secondary Curriculum:				
1st year	133	52	185	
2nd year	98	35	133	
3rd year	60	32	92	
4th year	64	19	83	
				493
Art Curriculum:				
1st year	22	21	43	
2nd year	11	11	22	
3rd year	9	17	26	
4th year	9	9	18	
				109
Business Curriculum:				
1st year	76	48	124	
2nd year	56	33	89	
3rd year	31	16	47	
4th year	27	15	42	
				302
Home Economics Curriculum:				
1st year	0	73	73	
2nd year	0	59	59	
3rd year	0	47	47	
4th year	0	48	48	
				227
Music Curriculum:				
1st year	30	27	57	
2nd year	32	18	50	
3rd year	20	22	42	
4th year	26	27	53	
				202
Total	771	961	1732	1732

ENROLLMENT BY COUNTIES

County	Total	County	Total
Allegheny	306	Juniata	1
Armstrong	96	Lancaster	1
Beaver	76	Lawrence	20
Bedford	9	Lebanon	2
Berks	3	Lehigh	5
Blair	46	Luzerne	2
Bradford	1	McKean	25
Bucks	1	Mercer	28
Butler	41	Mifflin	1
Cambria	196	Montgomery	1
Cameron	3	Northampton	1
Center	8	Northumberland	4
Clarion	15	Perry	3
Clearfield	52	Potter	4
Clinton	2	Snyder	1
Columbia	2	Somerset	46
Crawford	19	Tioga	1
Cumberland	2	Venango	10
Dauphin	17	Warren	7
Delaware	2	Washington	37
Elk	31	Westmoreland	204
Erie	14	York	9
Fayette	32		
Forest	3		
Fulton	1	Total Pennsylvania Students	1726
Greene	8	Out of State Students	6
Huntingdon	8		
Indiana	278	Total	1732
Jefferson	41		

1954-1955

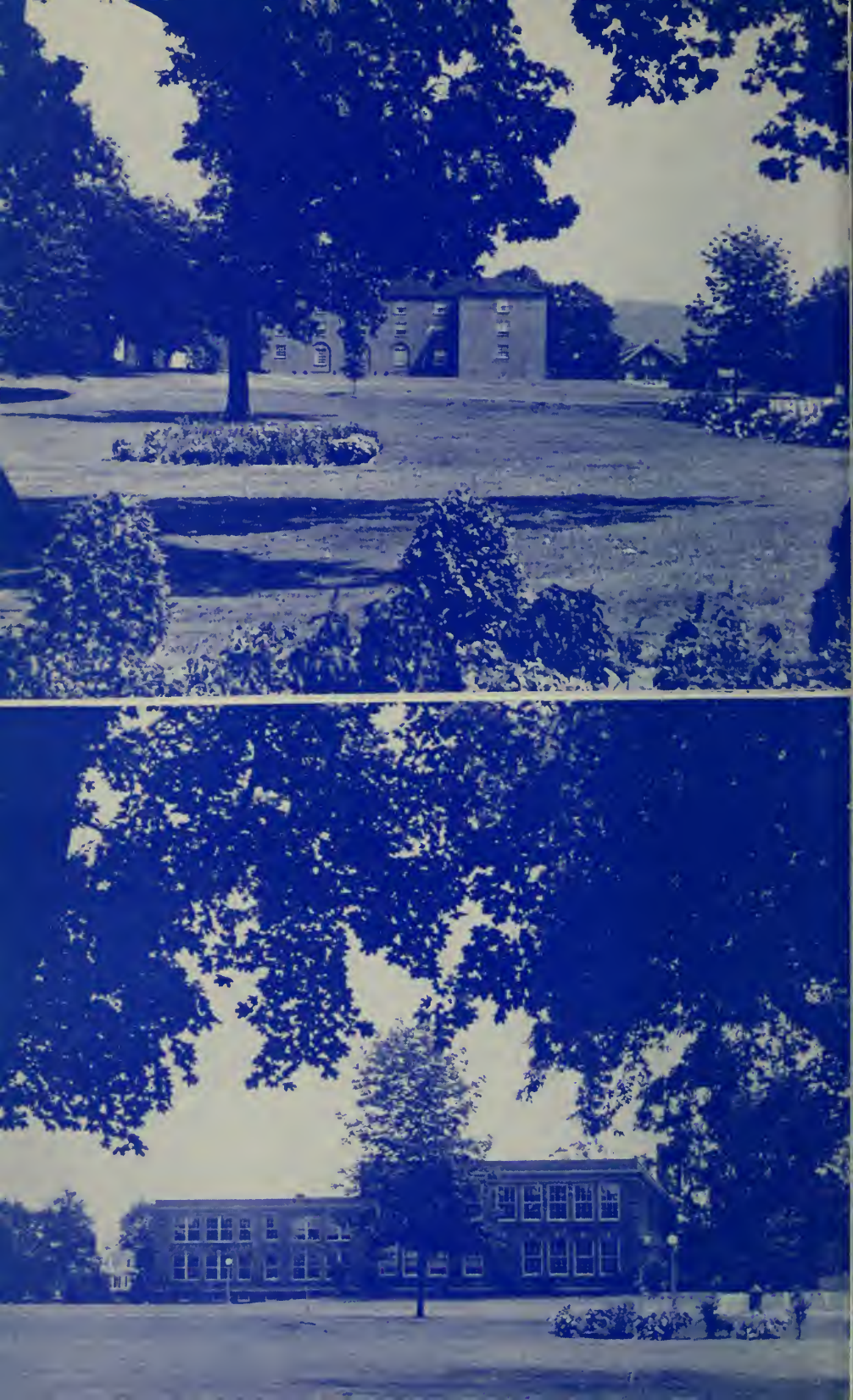
College Enrollment—full-time students	1732
Student Nurses—full-time students	24
Part-time Students, 1st Semester:	
Saturday Campus Classes	95
Greensburg Extension Classes	20
Homer City Extension Classes	34
Johnstown Extension Classes	18
Total College Enrollment	1923
Enrollment in Keith (Laboratory) School	364
Enrollment Summer Sessions 1954:	
Pre-Session	250
Regular Session	325
Post-Session	177

Views and Scenes

at

State Teachers College

Indiana, Pennsylvania



THE CURRICULA

DEPARTMENT OF ART EDUCATION

ORVAL KIPP, Director

The art department of the State Teachers College, Indiana, Pennsylvania, presents an approved curriculum leading to the degree of bachelor of science in art education. Graduates of this curriculum receive from the State Department of Public Instruction the college provisional certificate which certifies them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

Opportunities in art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high school graduates the opportunity to contribute a lifetime of service to their country.

Student teaching, an important practicum of Indiana's art curriculum, puts to work the theory and practice of art in relation to education. In the senior year, student teaching and conferences give opportunity for varied practical experiences in the Keith School and in the public schools. Eligibility requirements for student teaching, outlined elsewhere in this catalog, include three years of college study and preparation during which the qualifications for junior standing have been demonstrated.

The college maintains a placement bureau for the convenience of its graduates and the art department cooperates fully with the placement bureau by assisting graduates to obtain positions and experienced teachers to obtain advancement.

A student's expenses for a college year of thirty-six weeks amount to approximately $588. Books and supplies are extra. These fees are subject to change. The budget for a semester includes:

Contingent Fee (Payable in two installments)	$ 63.00
Housing Fee (Payable in two installments)	216.00
Activity Fee	15.00
	$294.00

CURRICULUM IN ART EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester

	Hours Clock	Sem.
Drawing and Painting	6	3
Drawing and Composition	4	2
Survey of Art	4	2
Communication I	5	5
English I (3-3) and Speech I (2-2)		
Professional Orientation	3	3
Health	2	2
	24	17

Second Semester

	Hours Clock	Sem.
Advanced Color and Design	4	2
Drawing and Lettering	6	3
Elem. Color and Design	4	2
Mechanical Drawing	4	2
Communication II	5	5
English II (3-3) and Speech II (2-2)		
Modeling	4	2
Physical Education I	2	1
	29	17

Third Semester

Commercial Art	6	3
Introduction to Music	3	2
Pottery	4	2
General Psychology	3	3
World Culture I	5	5
Literature I (2-2) and History of Civilization I (3-3)		
Physical Education II	2	1
	23	16

Fourth Semester

Aesthetics	2	2
Art History	2	2
Interior Design	4	2
Crafts in Elem. Schools	4	2
Educational Psych. and Eval. Tech.	3	3
World Culture II	5	5
Literature II (2-2) and History of Civilization II (3-3)		
Physical Education III	2	1
	22	17

Fifth Semester

Costume Design	4	2
Theater Arts	6	3
Elementary Industrial Arts	4	2
Advanced Crafts	6	3
Bisic Biology	4	3
History of U. S. and Pa.	3	3
	27	16

Sixth Semester

Art in Elem. Education	2	2
Art in Second. Education	2	2
Advan. Oil and W. C. Painting	4	2
Pictorial Express and Illustration	4	2
Industrial Design	6	3
Basic Physical Science	4	3
World Geography	3	3
	25	17

Seventh Semester

Art Elective	8	4
Graphic Media	4	2
American Government	3	3
Home and Family Living or Introduction to Philosophy	3	3
Audio Visual Education	3	2
	21	14

Seventh Semester or Eighth

Student Teaching	30	12
Professional Practicum including School Law	2	2
	32	14

DEPARTMENT OF BUSINESS EDUCATION

G. G. HILL, Director

The State Department of Public Instruction has especially designated the State Teachers College at Indiana as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of bachelor of science in education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certified accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. The department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business.

The Chamber of Commerce. A chamber of commerce is organized in connection with the business education department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

Business Practice Department. This is a complete business community in itself, and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Expenses. The expense for a college year of 36 weeks will amount to about $576.00 for boarding students. This will cover room, board, laundry, activity, and contingent fees. The costs for one semester are itemized below, but are subject to change.

Contingent Fee (Payable in two installments)	$ 57.00
Housing Fee (Payable in two installments)	216.00
Activity Fee	15.00
	$288.00

CURRICULUM IN BUSINESS EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester	Hours Clock	Hours Sem	Second Semester	Hours Clock	Hours Sem
Health	2	2	Physical Education I	2	1
Communication I (or) English I (3-3) & Speech I (2-2)	5	5	Communication II (or) English II (3-3) & Speech II (2-2)	5	5
Introduction to Art	3	2	Introduction to Music	3	2
Basic Biology	4	3	Economics I	3	3
Professional Orientation	5	3	Business Mathematics I	3	3
Economic Geography	3	3	Typewriting I	5	2

THIRD SEMESTER

	Combined Sequence	Stenog. Seq.	Acctg. Seq.	Selling Seq.
Physical Education II	2—1	2—1	2—1	2—1
Literature I	2—2	2—2	2—2	2—2
Business Mathematics	2—2	2—2	2—2	2—2
Accounting I	5—3	5—3	5—3	5—3
Business Law I	3—3	3—3	3—3	3—3
Business Org. & Finance	2—2	2—2	2—2	2—2
Shorthand I	5—3	5—3		
Typewriting II	5—2	5—2	5—2	5—2

FOURTH SEMESTER

Physical Education III	2—1	2—1	2—1	2—1
General Psychology	3—3	3—3	3—3	3—3
Literature II	2—2	2—2	2—2	2—2
Business Law II	3—3	3—3	3—3	3—3
Accounting II	5—3		5—3	5—3
Shorthand II	5—3	5—3		
Typewriting III	5—2	5—2		
Elective		3—3	3—3	3—3

FIFTH SEMESTER

Educ'l. Psych. & Evaluative Techniques	3—3	3—3	3—3	3—3
Problems in Business Education	3—3	3—3	3—3	3—3
Business Correspondence	2—2	2—2	2—2	2—2
Sales & Ret. Selling I	3—3	3—3	3—3	3—3
Accounting III	3—3		3—3	
Shorthand III—Transcription	5—3	5—3		
Clerical Prac. & Office Machines			5—3	5—3
Elective				2—2

SIXTH SEMESTER

History of Civilization	3—3	3—3	3—3	3—3
Audio-Visual Education	3—2	3—2	3—2	3—2
Methods of Teaching Bus. Courses	3—3	3—3	3—3	3—3
Accounting IV	3—3		3—3	
Secretarial Practice	5—2	5—2		
Clerical Prac. & Office Machines	5—2	5—2		
Sales & Ret. Selling II	3—3			3—3
Elective		3—3	4—4	4—4

SEVENTH SEMESTER

History of U. S. and Penna.	3—3	3—3	3—3	3—3
Basic Physical Science	4—3	4—3	4—3	4—3
American Government	3—3	3—3	3—3	3—3
Home & Family Living or Introduction to Philosophy	3—3	3—3	3—3	3—3
Accounting V	3—3		3—3	
Retailing III—Store Practice	18—6			18—6
Elective		3—3	2—2	

EIGHTH SEMESTER

Student Teaching	30—12	30—12	30—12	30—12
Professional Practicum	2—2	2—2	2—2	2—2

The supervisory teacher, the intending teacher and first grade students dig-in on individual creative art projects. The drawings of these youngsters reflect their mental and physical growth and indicate many interesting attitudes toward life.

Intending teachers supervise and observe all kinds of activities of youngsters as part of the education of a future member of a great profession. These activities in working with school children of all ages corroborate and supplement the theory learned in books and the formal classroom.

DENTAL HYGIENIST DEGREE CURRICULUM

The Board of Presidents of the State Teachers Colleges approved on November 17, 1950, a curriculum for dental hygienists leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of dental hygienists approved by the State Dental Council and Examining Board.
2. The licensing of the student by the proper state authorities.
3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

General Education	42
Communication I and II	10
or English I & II (6-6)	
and Speech I & II (4-4)	
Fine Arts	4
Introduction to Art (3-2)	
Introduction to Music (3-2)	
Geography	4
World Geography (3-3)	
Geography of United States and Pa. (3-3)	
World Culture I & II	10
History of Civilization I & II (6-6)	
Literature I & II (4-4)	
Social Studies	12
American Government (3-3)	
Principles of Economics (3-3)	
History of United States and Pa. I (3-3)	
Principles of Sociology (3-3)	
Education	11
Professional Orientation	3
General Psychology	3
Educational Psychology and Evaluative Techniques	3
Audio-Visual Education	2
Electives	11
Total	64

In each category above, credit will be given for equivalent courses pursued in the two-year dental hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the dean of instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of dental hygienists who have had less than two years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

ELEMENTARY EDUCATION DEPARTMENT

IRENE RUSSELL, Director

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, primary and intermediate grades. Upon completion of work in this curriculum, the student will receive the degree of bachelor of science in education and a college provisional certificate which will entitle the graduate to teach in the public schools of Pennsylvania.

During the four years of preparation, emphasis is placed on the philosophy that the function of the elementary teacher is to guide the development of children and to provide learning experiences which are real and meaningful, and planned to meet the individual needs of children in the classroom.

Professional courses give the student an understanding of child development, a knowledge of elementary school materials and procedures, and an appreciation of the function of the public school in community life. Opportunities are provided for continuous group experiences with children of elementary school age. Half of the student teaching experiences takes place during the junior year when students are assigned to the elementary grades of the Keith School for nine weeks of student teaching. During the senior year elementary students do nine weeks of student teaching in the public schools.

Students in the elementary division are members of the elementary club which is affiliated with the Association for Childhood Education International. This organization sponsors many professional and social activities during the college year.

Teaching in the elementary schools of Pennsylvania provides many opportunities for capable young men and women. A single salary schedule with yearly increments is maintained. Teaching experience in elementary grades provides students interested in graduate study with an excellent background for specialization and further advancement.

Fees

(Subject to Change)

Contingent Fee (Payable in two installments)	$ 45.00
Housing Fee (Payable in two installments)	216.00
Activity Fee	15.00
	$276.00

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

SPECIALIZATION AND ELECTIVES

Provisional college certificates issued on the basis of the four year elementary curriculum are valid for kindergarten and grades I and VI inclusive and for grades VII and VIII if not in a regularly organized and approved junior high school or in junior-senior high school.

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester

	Hours Clock	Sem
Communication I or English (3-3) and Speech I (2-2)	5	5
Professional Orientation	3	3
Basic Biology	4	3
Health	2	2
World Geography	3	3
	17	16

Second Semester

	Hours Clock	Sem
Communication II or English II (3-3) and Speech II (2-2)	5	5
Introduction to Art	3	2
Introduction to Music	3	2
Basic Physical Science	4	3
Physical Education I	2	1
Geography of the United States and Penna	3	3
	20	16

Third Semester

World Culture I or History of Civilization I (3-3) and Literature I (2-2)	5	5
Music for the Elementary Grades	2	2
Physical Education II	2	1
Science for the Elementary Grades	3	3
Art for the Elementary Grades	2	2
Electives	3	3
	17	16

Fourth Semester

World Culture II or History of Civilization II (3-3) and Literature II (2-2)	5	5
Audio-Visual Education	3	2
Teaching of Music in the Elementary Grades	4	3
Teaching of Art in the Elementary Grades	4	3
Physical Education III	2	1
Electives	2	2
	20	16

Fifth Semester

History of the United States and Penna. I	3	3
Language Arts in the Elementary Grades or Teaching of Reading (3-3), Language (3-3), Children's Literature (3-3)	9	9
General Psychology	3	3
Teaching of Health and Physical Education	3	2
	18	17

Sixth Semester

History of the United States and Penna. II	3	3
Child Development	3	3
Social Living in the Elementary Grades Teaching of Arithmetic (3-3), Elementary Science (3-3), Social Studies and Geography (3-3)	9	9
Educational Psychology and Evaluative Techniques	3	3
	18	18

Seventh Semester

American Government	3	3
Home and Family Living or Introduction to Philosophy	3	3
Electives	9	9
	15	15

Eighth Semester

Student Teaching and Direction of Pupil Activities	30	12
Professional Practicum including School Law	2	2
	32	14

DEPARTMENT OF HOME ECONOMICS

OPAL T. RHODES, Director

Graduates from this department receive a college provisional certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. They are qualified to manage a school cafeteria. A minor in some fields of certification is possible. The bachelor of science degree in home economics, which they receive, is recognized for entrance to graduate courses.

Employment opportunities are unexcelled. Three to five times the number of graduates could be placed annually. All are well qualified for a later profession, homemaking. Members from the upper half of their high school graduating class and others qualified to do college work are admitted.

The home economics curriculum includes a good general education as well as instruction in all phases of homemaking. Of special interest are: the nursery school for children two and three years of age; the cafeteria where laboratory school children and commuting students and faculty are fed while juniors learn to manage a school lunch program; the home economics club which is affiliated with the state and national organizations; two home management houses with babies under a year of age where senior students learn all phases of homemaking; student teaching as residents of a community similar to the one where they will soon be teaching; adult education experience and cooperation with the elementary teachers and student teachers at the campus school; and vacation experiences in their own homes or as employes in positions that will help them develop confidence, poise, dependability and self-assurance as well as skills and managerial ability.

Expenses for the school year of 36 weeks amount to $606.00. The costs for one semester are itemized below, but are subject to change.

Contingent Fee (Payable in two installments)	$ 72.00
Housing Fee (Payable in two installments)	216.00
Activity Fee	15.00
	$303.00

CURRICULUM IN HOME ECONOMICS EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester

	Hours Clock	Sem.
Communication I (English I (3-3) and Speech I (2-2)	5	5
Professional Orientation (Including Home Economics Orientation)	4	3
Household Care & Equipment	4	2
Clothing I	6	3
Basic Biology	4	3
	23	16

Second Semester

	Hours Clock	Sem.
Communication II (English II (3-3) and Speech II (2-2)	5	5
Introduction to Art	3	2
Foods I	6	3
Health	2	2
Physical Education I	2	1
Basic Physical Science	4	3
	22	16

Third Semester

World Culture I (History of Civilization I (3-3) and Literature I (2-2)	5	5
Introduction of Music	3	2
Inorganic Chemistry	5	3
Physical Education II	2	1
Home Care of the Sick	2	1
Foods II	6	3
Principles of Design	4	2
	27	17

Fourth Semester

World Culture II (History of Civilization II (3-3) and Literature II (2-2)	5	5
Nutrition	5	3
Organic and Biological Chemistry	5	3
Physical Education III	2	1
Clothing Selection	3	2
Clothing II	6	2
	26	16

Fifth Semester

World Geography	3	3
School Lunchroom Mgt. I	9	3
Bacteriology	4	2
General Psychology	3	3
Audio Visual Education	3	2
Textiles and Clothing Economics	4	2
	26	15

Sixth Semester

History of U. S. and Pennsylvania	3	3
Clothing III	6	2
Educational Psychology and Evaluative Techniques	3	3
Family Relations	2	2
Home Furnishings	4	3
Housing	2	2
	20	15

Seventh Semester

American Government	3	3
Elective	5	5
Vocational Home Ec. Methods and Student Teaching	15	6
Consumer Economics	2	2
	25	16

Eighth Semester

Child Dev. & Nursery School Child	6	4
Home Management	9	3
Family Finance	2	2
Student Teaching	15	6
Prof. Practicum (including school law)	2	2
	34	17

DEPARTMENT OF MUSIC EDUCATION

CLEL T. SILVEY, Director

The State Teachers College at Indiana is authorized by the State Department of Public Instruction to offer the curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The college has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public school music teachers and supervisors.

The courses in the music education curriculum aim to prepare the student to teach music in the elementary and high school grades. Completion of the degree program ordinarily requires four years (eight semesters) of study. The curriculum provides for development of the student in the field of general education. The emphasis throughout is upon the acquisition of musicianship, but each year also includes certain material relating directly to the teaching of music.

Fees
(Subject to Change)

The fees for a college year of 36 weeks amount to $642.00. The costs for one semester are itemized below, but are subject to change. Books and supplies are extra.

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Housing fee	216.00
Activity Fee	15.00
	$321.00

The statement on private instruction fees found under fees, page 27, does not apply to the students enrolled in the music education curriculum. The above itemized statement of costs includes all fees charged for enrollment in the music education curriculum.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester

	Hours Clock	Sem.
Communication I	5	5
English I (3-3)		
Speech I (2-2)		
Basic Physical Sc.		
(Acoustics)	4	3
Professional Orientation	3	3
Health	2	2
Solfeggio I	3	2
*Applied Music	9	3
	26	18

Second Semester

	Hours Clock	Sem.
Communication II	5	5
English II (3-3)		
Speech II (2-2)		
Basic Biology	4	3
Introduction to Art	3	2
Physical Education		
(Eurythmics I)	2	1
Solfeggio II	3	2
*Applied Music	9	3
	26	16

Third Semester

World Culture I	5	5
or History of		
Civilization I (3-3) and		
Literature I (2-2)		
Physical Ed. II		
(Eurythmics II	2	1
Solfeggio III	3	2
Theory of Music	5	4
*Applied Music	9	3
Survey of Music		
Literature	2	1
Conducting I (Choral)	3	1
	29	17

Fourth Semester

World Culture II	5	5
or History of Civiliza-		
ttion II (3-3) and Litera-		
ture II (2-2)		
Physical Ed. III	2	1
Audio-Visual Education	3	2
Theory of Music II	5	4
*Applied Music	9	3
Conducting II		
(Instrumental)	3	1
	27	16

Fifth Semester

History of U. S. & Pa.	3	3
General Psychology	3	3
Theory of Music III	3	3
History of Music I	3	3
Methods I (Elementary)	4	3
*Applied Music	9	3
	25	18

Sixth Semester

Elective	3	3
Educational Psychology		
and Evaluative		
Techniques	3	3
Theory of Music IV	3	3
History of Music II	3	3
Methods II (High School)	3	2
*Applied Music	9	3
	24	17

Seventh Semester

American Citizenship	6	6
Option I Home and		
Family Living (3-3),		
and American Govern-		
ment (3-3), Option II		
Introduction to Philo-		
sophy (3-3), and American		
Government (3-3)		
Methods III (Instrumental)	3	3
Orchestration	3	3
World Geography	3	3
Music (Elective)	3	2
	18	15

Eighth Semester

Professional Practicum	2	2
Student Teaching and		
Direction of Pupil		
Activities	30	12
	32	14

*See Page 123 for a specific outline of requirements and electives.

PUBLIC SCHOOL NURSING DEGREE CURRICULUM

The Board of Presidents of the State Teachers Colleges approved on January 19, 1951, a curriculum for public school nurses leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.

2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public School Nursing

	Semester Hours	
Public School Nursing	2	
Public School Organization	2	
Public Health Nursing	6	
Nutrition and Community Health	2	
Family Case Work	3	
TOTAL		15

B. General and Professional Education

	Semester Hours	
History of the United States and Pennsylvania	3	
Communication	5	
History of Civilization	3	
Literature	2	
American Government	3	
Professional Orientation to Education	3	
Educational Psychology	3	
Audio-Visual Education	2	
Electives	6	
TOTAL		30
GRAND TOTAL		45

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, Coordinator

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of bachelor of science in education and the provisional college certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school. Besides completing the courses listed under "Curriculum in Secondary Education," a student in that curriculum must meet the certification requirements in two fields, in one of which he must have at least 24 semester hours, and in the other at least 18 semester hours. He may choose his two fields from the following: aeronautics, biology, chemistry, English, French, geography, guidance, mathematics, physical sciences, physics, science, social studies, Spanish, and speech; and fit the necessary courses into his program as electives.

Students should note that requirements for specialization in some areas are above the minimums listed. For course descriptions and departmental requirements see pages 69 to 148.

Permanent certification is secured upon the completion of three years of successful teaching and the completion of six semester hours of approved work.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

Fees

(Subject to Change)

Contingent Fee (Payable in two installments)	$ 45.00
Housing Fee (Payable in two installments)	216.00
Activity Fee	15.00
	$276.00

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

First Semester

	Hours Clock	Sem.
Communication I or English I (3-3) and Speech I (2-2)	5	5
Basic Biology	4	3
Health	2	2
World Geography	3	3
Electives	2	2
	16	15

Second Semester

	Hours Clock	Sem.
Communication II or English II (3-3) and Speech II (2-2)	5	5
Basic Physical Science	4	3
Physical Education I	2	1
Professional Orientation	3	3
Fundamentals of Mathematics	3	3
Electives	2	2
	19	17

Third Semester

World Culture I or History of Civilization I (3-3) and Literature I (2-2)	5	5
Introduction to Art	3	2
Physical Education II	2	1
Science in Modern Civilization	3	3
Electives	6	6
	19	17

Fourth Semester

World Culture II or History of Civilization II (3-3) and Literature II (2-2)	5	5
Introduction to Music	3	2
Physical Education III	2	1
Electives	9	9
	19	17

Fifth Semester

History of the United States and Penna. I	3	3
Audio-Visual Education	3	2
General Psychology	3	3
Electives	8	8
	17	16

Sixth Semester

History of the United States and Penna.	3	3
Problems of Secondary Education including Guidance	3	3
Educational Psychology and Evaluative Techniques	3	3
Electives	7	7
	16	16

Seventh Semester

American Government	3	3
Home and Family Living or Introduction to Philosophy	3	3
Electives	9	9
	15	15

Eighth Semester

Student Teaching and Direction of Student Activities	30	12
Professional Practicum including School Law	2	2
	32	14

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. The first field shall require not fewer than thirty (30) semester hours except the General Field of Science requiring thirty-eight (38) hours and Chemistry, English, and Physics requiring thirty-five (35) hours. The fields included in this category are:
   Biological Science, History, Social Studies and Physical Science and not fewer than twenty-four (24) Semester Hours in: Aeronautics, Foreign Languages, Geography, Mathematics, and Speech.
2. The second field shall require not fewer semester hours than the minimum required for certification, (in most cases, eighteen).

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a required course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

For course descriptions see pages 69 to 148.

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD OFFERED IN THE CURRICULUM IN SECONDARY EDUCATION

Aeronautics

First Field—24 s. h.
Second Field—18 s. h.

	Hours Clock	Sem.
Required:		
Aviation Mathematics	3	3
Aircraft Communication and Regulations	3	3
General Service and Structure of Aircraft	3	3
Aerial Navigation	3	3
Meteorology	3	3
Aerodynamics and Theory of Flight	3	3
Electives:		
Aircraft Engines	12	6
Identification of Aircraft	3	3
Climatology	3	3
Commercial Air Transportation	3	3
Flight Experience		3-6

Biological Science

First Field—30 s. h.
Second Field—18 s. h.
Basic Biology may be omitted.

	Hours Clock	Sem.
Required:		
Botany I	6	4
Botany II	6	4
Zoology I	6	4
Zoology II	6	4
*Teaching Science in the Secondary School	3	3

Electives: at least one course to be selected from each group below:

Group 1—Field Courses

Field Botany	5	3
Ornithology	5	3
Entomology	5	3
Ecology	5	3
Field Zoology	5	3
Conservation	5	3

Group 2—Laboratory Courses

Vertebrate Anatomy	5	3
Physiology	5	3
Microbiology	5	3
Parasitology	5	3
Genetics	5	3

Chemistry

First Field—35 s. h.
Second Field—18 s. h.

	Hours Clock	Sem.
Required: Basic Physical Science may be omitted		
Inorganic Chemistry I	6	4
Inorganic Chemistry	6	4
Physics I	6	4
Physics II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
*Teaching Science in the Secondary School	3	3
Electives:		
Organic Chemistry I	6	4
Organic Chemistry II	5	3
Biological Chemistry	6	3
Physical Chemistry	5	3
Colloidal Chemistry	6	3
Industrial Chemistry	5	3
Chemical of Food and Nutrition	6	3
Water Analysis	4	2

English

First Field—35 s. h.
Second Field—18 s. h

	Hours Clock	Sem.
Required:		
Communication I (5-5)	3	3
Communication II (5-5)	3	3
World Culture I (5-5)	2	2
World Culture II (5-5)	2	2
*Recent Trends in Teaching English	3	3

Electives: at least one course to be selected from each group below:

Group 1—Survey Courses

American Literature	3	3
English Literature	3	3
American Poetry	3	3
American Prose	3	3
Children's Literature and Story Telling	3	3
World Literature	3	3

Group 2—Period Courses

Pre-Shakespearean Literature	3	3
Shakespeare	3	3
Eighteenth Century Literature	3	3
The Romantic Movement	3	3

Group 3—Literary form courses

	Hours Clock	Sem
Criticism	3	3
Modern Drama	3	3
The Novel to 1870	3	3
Contemporary Novel	3	3
Short Story	3	3
Essay	3	3
Contemporary Poetry	3	3
Literature of Biography	3	3

Group 4—Composition

Advanced Composition	3	3
English Philology	3	3
Creative Writing	3	3
Journalism	3	3

French

First Field—24 s. h.
Second Field—18 s. h.

Required:

Elementary French I and II	3	3
Intermediate French III and IV	3	3
Advanced French Language	3	3
French Culture	3	3

Electives:

French Literature to the Nineteenth Century	3	3
Nineteenth Century French Literature	3	3
Twentieth Century French Literature	3	3
Special Projects	3	3

General Field of Science

First Field Only—38 s. h.

Required: Basic Biology and Basic Physical Science may be omitted

Botany I	6	4
Botany II	6	4
Zoology I	6	4
Zoology II	6	4
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Earth Science	4	3
Physics I	6	4
Physics II	6	4
*Teaching Science in the Secondary School	3	3

General Speech

First Field—24 s. h.
Second Field—18 s. h.

Required:

Communication I (5-5)	2	2
Communication II (5-5)	2	2
Phonetics and Voice	3	3
Oral Interpretation	3	3
Play Production	3	3
*Speech Programs in Secondary School	2	2

Electives:

Stagecraft, Scenic Design and Lighting	3	3
Debate, Group Discussion and Parliamentary Procedure	3	3
Radio I	3	3
Radio II	3	3
Creative Dramatics and Story Telling	3	3
Costume and Make-up	3	3
Choral Speaking	3	3
Community Dramatics and Pageantry	3	3
Speech Development and Improvement	3	3
Speech and Hearing Clinic	6	4
Speech Problems	3	3
Psychology of Speech	3	3
Speech Pathology	3	3

Geography

First Field—24 s. h.
Second Field—18 s. h

Required:

World Geography	3	3
*Teaching Geography in the Secondary School	3	3

Electives: at least one course to be selected from each group below

Group 1—Earth Studies

Climatology	3	3
Geology	3	3
Meteorology	3	3
Physiography	3	3
Cartography	3	3

Group 2—Economics

Economic Geography	3	3
Commercial Air Transportation	3	3
Conservation of Natural Resources	3	3
Geographic Influences in American History	3	3
Trade and Transportation	3	3

	Hours Clock	Sem.
Group 3—Regional Studies		
Geography of the United States and Pennsylvania	3	3
Geography of Pennsylvania	3	3
Geography of Asia	3	3
Geography of Africa and Australia	3	3
Geography of Europe	3	3
Geography of the Far East	3	3
Geography of Latin America	3	3
Geography of the United States and Canada	3	3
World Problems in Geography	3	3
Field Courses (as approved)	3	3

Guidance

Second Field Only—18 s. h.

Required:		
Fundamentals of Guidance	2	2
The Use of Tests in Guidance	3	3
Counseling Techniques	3	3
Occupational Information	3	3
Case Studies	3	3
Organization and Administration of Guidance (Including curricular and extra-curricular programs)	4	4
Electives:		
Clinical Techniques in Guidance	3	3

History

First Field—30 s. h.
Second Field—18 s. h.

Required:		
World Culture I (5-5)	3	3
World Culture II (5-5)	3	3
History of U. S. and Pennsylvania I	3	3
History of U. S. and Pennsylvania II	3	3
American Citizenship or American Government	3	3
*Teaching Secondary Social Studies	3	3
Electives:		
Renaissance and Reformation	3	3
History of Modern Europe to 1815	3	3
History of Modern Europe Since 1815	3	3
History of the Far East	3	3
History of the Middle East	3	3
History of England	3	3
Twentieth Century World	3	3
History of Latin America	3	3
History of Pennsylvania	3	3
American Constitutional History and Law	3	3
Diplomatic History of the United States	3	3

Mathematics

First Field—24 s. h.
Second Field—18 s. h.

Required:		
College Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
*Teaching Mathematics in the Secondary School	3	3
Electives:		
Advanced College Algebra	3	3
Synthetic Geometry	3	3
Spherical Trigonometry and Navigation	3	3
Statistics	3	3
History of Mathematics	3	3
College Geometry	3	3
Field Work in Mathematics	3	3
Calculus III	3	3
Mathematics of Finance	3	3

Physical Science

First Field— 30 s. h.
Second Field—18 s. h.
Basic Physical Science may be omitted.

Required:		
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Physics I	6	4
Physics II	6	4
*Teaching Science in the Secondary School	3	3

Electives: to be selected from Chemistry, Earth Science or Physics.

Physics

First Field—35 s. h.
Second Field—18 s. h.

Required:		
Physics I	6	4
Physics II	6	4
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
*Teaching Science in the Secondary School	3	3
Electives:		
Magnetism and Electricity	6	4
Mechanics	6	4
Heat	6	4
Electronics	5	3
Optics	5	3
Sound	5	3
Physical Measurements Variable		

Social Studies

First Field—30 s. h.
Second Field—21 s. h.

Required:		
World Culture I (5-5)	3	3
World Culture II (5-5)	3	3
History of U. S. and Pennsylvania I	3	3
History of U. S. and Pennsylvania II	3	3
American Citizenship or American Government	3	3
Principles of Sociology	3	3
Principles of Economics	3	3
*Teaching Secondary Social Studies	3	3
Electives:		
Contemporary Social Problems	3	3
Contemporary Economic Problems	3	3
Consumer Economics	3	3
Industrial Relations	3	3
Municipal Government	3	3
Comparative Government	3	3
International Relations	3	3
Renaissance and Reformation	3	3
History of Modern Europe to 1815	3	3
History of Modern Europe Since 1815	3	3
History of the Far East	3	3
History of the Middle East	3	3
History of England	3	3
Twentieth Century World	3	3
History of Latin America	3	3
History of Pennsylvania	3	3
American Constitutional History and Law	3	3
Diplomatic History of the United States	3	3
United Nations Organization and Function	3	3

Spanish

First Field—24 s. h.
Second Field—18 s. h.

Required:		
Elementary Spanish I and II	6	6
Intermediate Spanish III and IV	6	6
Advanced Spanish Language	3	3
Hispanic Culture	3	3
Electives:		
Spanish Literature	3	3
Prose Fiction in Spain	3	3
Spanish-American Literature	3	3
Contemporary Spanish Drama	6	6

*Course is not required for nor may it be used towards a minor.

COURSE DESCRIPTIONS

By Departments

ART EDUCATION DEPARTMENT

ORVAL KIPP, Director of Department
ROBERT J. CRONAUER RALPH WILLIAM REYNOLDS
ALMA MUNSON GASSLANDER EDGAR J. TRAPP
ROBERT SEELHORST

The art curriculum provides opportunity for the prospective artist-teacher to specialize in one or more of the art fields at the same time he is securing a broad cultural background in art and in general education. The departmental program is guided by the philosophy that design, composition, drawing and understanding of structure are basic to the development of feeling, appreciation, creative expression and independent thought.

The art teacher in public schools must understand that an effective art program emphasizes the application of the principles of art in every day life. The attempt to develop an understanding and feeling for art through the teaching of art techniques and skills disregards the known laws of learning and is contrary to the recognized concept of art in the public schools.

Rather, the art program should give the student the ability to apply principles of art in every day living and an appreciation of the beautiful in life. Possessing these concepts, the art major may go on to develop to the highest degree possible the abilities and skill of the artist. A balanced professional art education is assured because the curriculum includes courses in education, English, music, science and social studies. Majors and minors in other fields may be secured by art students if they attend summer sessions.

Admission to the art department is granted to a candidate after he has met the general entrance requirements of the college and the special requirements of the department. Fitness to pursue the art curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in order of application. For this reason it is wise to apply early for personal interview and admission.

GENERAL EDUCATION COURSE

(Required of all Students)

Introduction to Art 2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression and communication make up the content of this course. The arts are studied and evaluated on the basis of their relation to life (the individual, the home, the community, etc.). Museum and exhibition visits supplement the work of the course.

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be taken in each field. On the student's program subjects in various fields are carried simultaneously in order to facilitate the artistic development of the individual.

ART EDUCATION

Art in Elementary Education 2 cr.

The aims and purposes of creative activity in the total program for the development of children are discussed. Typical experiences, types of motivation, and child art are evaluated. Unit and lesson plans are designed for such activities. The guidance of elementary teachers in the development and administration of an art program is emphasized for this is an important responsibility of the art teacher and supervisor.

Art in Secondary Education 2 cr.

The philosophy of art education in a democracy as well as the needs of the secondary school child are studied. The guidance aspect of art and its relationship to American life and education are stressed. Curriculum materials with specific reference to art subject matter are selected and adapted for the various levels.

Student Teaching (and Directed Student Activities) 12 cr.

Actual participation in the art of teaching and in activities related to the performance of a teacher's work are the basis of the course in student teaching which includes the primary, the intermediate, the junior and senior high school levels. Emphasis is placed on experiences through which children develop creative power simultaneously with knowledge, skill and appreciation.

Professional Practicum (including School Law) 2 cr.

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels.

ART HISTORY AND AESTHETICS

Survey of Art 2 cr.

The understanding and enjoyment of the visual arts as modes of expression are emphasized. The arts are studied and evaluated on the basis of the use of principles and elements. The relations of the arts to life, the individual, the home, the community are surveyed, consideration being given to the contemporary as well as the arts of the past.

History 2 cr.

The course covers the historical development and function of each art at different periods in our civilization. Critical judgment and interpretation are developed through appreciation and analysis of old and modern master pieces.

Aesthetics 2 cr.

The philosophical bases of art expression provide a foundation for the understanding of universal concepts in an inquiry into the higher values and functions of art related to society and to the individual.

CRAFTS

Modeling 2 cr.

The aim of this course is to give experience in the use of clay as a medium of expression. Problems involve modeling or carving animals, figures, and heads both in relief and in the round. Casting and the making of moulds are additional studies.

Pottery 2 cr.

This course deals with the forming, decoration, and firing of objects of clay. Experiences include: wheel throwing, casting, and the primitive methods of constructing a vase by hand with coils. Slip painting, glazing, and firing are experienced by all students. The study of historical and contemporary ceramics is a part of the course.

Crafts in Elementary Schools 2 cr.

Craft experiences suggested by activities and materials suitable to the various grades of the elementary schools are appraised and executed. Emphasis is placed on the accumulation of source material and the needs of children at this level.

Elementary Industrial Arts 2 cr.

Materials of the major industries such as wood, metal, paper, clay, cardboard, etc., are studied in relation to their various uses in the public schools. Use of tools, fabrication, and design are studied. Areas of human needs such as food, clothing, shelter, utensils, etc., are considered in relation to design.

Advanced Crafts 3 cr.

The common industrial materials available for the crafts are employed for the development of advanced techniques in jewelry, textiles, bookbinding, leather work, wood carving, metal work and other projects which are suitable for the secondary school.

DESIGN AND COLOR

Elementary Color and Design 2 cr.

Basic experiences in the functional use of color are given: color theories are derived from pigments and from light. This is related to the teaching of the appreciation and use of color in the elementary and secondary schools. Further experiences include use of the elements and principles of art to produce two and three dimensional design. The sources of design in nature and historic ornament are studied.

Advanced Color and Design 2 cr.

This course aims to apply the principles of color and design to specific needs such as: leather, wood, metal, clay, stone, etc. These creative experiences find a practical application in the crafts, painting, illustration and other related courses.

DRAWING AND PAINTING

Drawing and Painting 3 cr.

This course is an introduction to the fundamentals of pictorial design: line, form, color, volume, space, texture, etc., stressing the creative aspects of drawing and painting.

Drawing and Composition 2 cr.

Problems in pictorial composition involving landscape, figure, and still life are examined critically in this course. Various media are used to execute creative problems.

Mechanical Drawing 2 cr.

This is a basic course in methods and understanding of drawing with instruments. Experiences include geometric construction, shape and size description, instrumental and pictorial drawing, and blue printing.

Drawing and Lettering 3 cr.

Advanced experiences in pictorial structure involve all modes of drawing and painting from naturalism to non-objective. Figure, still-life, landscape, lettering and mural problems are undertaken.

Advanced Oil and Watercolor Painting. 2 cr.

In this course the artist-teacher has an opportunity for individual development by stressing volume, plastic color, or abstract form in his painting.

INDUSTRIAL AND COMMERCIAL ART

Costume Design 2 cr.

This course aims to develop the ability to design and make clothing for personal and school needs. Experiences include: selection according to type, derivation from historic sources, and the understanding of harmony of line, color and texture. Costuming for school and community dramatics and pageantry are given preeminence.

Commercial Art 3 cr.

The activities of this course involve projects related to publishing and advertising: design, layout, the poster, packaging, and related problems.

Pictorial Expression and Illustration 2 cr.

Illustrations for poems, stories and novels from the literature of the various levels: childhood, adolescence, youth, and adulthood, involve the use of various media. The techniques and work habits of contemporary illustrators are constantly referred to.

Interior Design 2 cr.

The content of the course deals with the design, decoration, and appointments of the home. Period styles, furniture arrangement, and exposure in relation to light and color are typical problems undertaken. The relationship of these experiences to art in the schools is made evident.

Theater Art 3 cr.

The application of color and design to school and professional dramatics and pageantry is the basis of this course. Designing and painting of scenery, lighting, proper costume, and properties are basic experiences.

Graphic Media 2 cr.

The course is designed to give the student experiences in a wide variety of media and modes of graphic expression.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art for the Elementary Grades 2 cr.

Opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products, enables the student to develop confidence in his own powers of expression.

Teaching of Art in the Elementary Grades

In addition to further creative experiences in drawing, design, and color, this course emphasizes, through directed observation in the Keith School, the relationships between personal art expression and the art activities of the elementary school.

ELECTIVES IN ART FOR ELEMENTARY STUDENTS

Handicrafts 2 cr.

Manipulation of tools and materials in producing useful objects gives enjoyment for its own sake as well as a keener appreciation of manufactured materials. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grade.

REQUIRED COURSE IN ART FOR HOME ECONOMICS STUDENTS

Principles of Design 2 cr.

Creative experiences in design and color provide bases for consideration of personal and household problems and form a background for understanding related arts projects on the secondary-school level.

BUSINESS EDUCATION DEPARTMENT

G. G. HILL, Director of Department
ALBERT E. DRUMHELLER ARLENE RISHER
CLINTON M. FILE JAMES K. STONER
ELSIE GARLOW RINEER HAROLD W. THOMAS

EXPLANATION OF THE CURRICULUM

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. The **Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

3. The **Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. The **Retailing Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. The **Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Electives in other departments of the College also may be carried with this program.

It is possible to elect Typewriting III and become certified to teach typewriting with any one of the fields or a combination of the fields.

All electives are determined by the choice of the student, and by approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: Communication, Typewriting, Business Mathematics, Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in Communication, Typewriting, and Shorthand.

To continue in the Accounting Field, a student must have a grade of "C" or better in Business Mathematics and Accounting.

To continue in the Retailing Field, a student must have a grade of "C" or better in Communication and Speech.

It should be understood that those who fall below "B" standing are considered unsatisfactory to be recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers, and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Practical Experience Requirements. Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the Director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during the summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirement in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by

experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The program of this department includes a wise offering of general academic courses, which should produce a well-balanced teacher. The setup makes inter-departmental transfer of students easy at the end of the first semester. Students will become well adjusted in college before entering upon their technical work in business. It provides for ample exploration during the first college year.

REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Professional Orientation 3 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of every-day business, orient him in the field, and provide exploration in shorthand, machines, and accounting. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

Typewriting I 2 cr.

This course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental. Teaching techniques receive attention.

Typewriting II 2 cr.

This course emphasizes efficiency and quickness in handling the typewriter intelligently with a large variety of materials on the intermediate level of operation. Among the contents of the course are: letter writing and envelope addressing, multicopy work, tabulating, and remedial drills. Transcription is included for stenographic students. Speed with accuracy and good judgment is considered fundamental. Teaching techniques receive attention.

Business Mathematics I 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application

in the handling of the fundamental business operations. The course is designed to lay a groundwork for the mathematics of accounting.

Business Organization and Finance 2 cr.

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

Accounting I 3 cr.

This is the introductory course. Its purpose is to introduce the students to the keeping of records for the professional man as well as a mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrued basis of bookkeeping.

Business Correspondence 2 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

Business Law I 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II 3 cr.

This course considers the law of business organizations, and devices for protection of creditors and personal and real property. It applies the principles of law to every-day life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control.

Methods of Teaching Business Courses 3 cr.

This includes methods of teaching general courses, as well as shorthand, typewriting, and bookkeeping. Demonstration and lesson planning are emphasized. It includes the construction, administration, scoring, and grading of various types of tests; analysis of test results, remedial teaching and retesting; evaluation of tests, all tied together in the psychological foundation of methodology.

Problems in Business Education 3 cr.

In this course are outlined the purposes of secondary business education; the curriculum and its development; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies; and trends in business education.

Retailing I 3 cr.

This course comprises a survey and analysis of the field of selling. A study is made of the requirements for sales personnel, the types of customers and how to best serve the customer needs and their buying motives, the sales process, merchandising plans, and the psychology of dealing with the public.

Clerical Office Practice 3 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines—calculators, adding machines, stencil duplicators, dictaphones, and various office appliances; also, the theory and practice of office management is stressed. The use of the dictaphone is required of all, and transcription is offered to the stenographic students.

Business Mathematics 2 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving advanced problems encountered by the business man and the consumer. The mathematics of production, marketing, accounting finance, and management correlate with the accounting courses.

COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE

Shorthand I 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals of Gregg Shorthand Simplified.

Shorthand II 3 cr.

This course accomplishes three major objectives: to review and strengthen the student's knowledge of the system, to build transcription skill, and to build shorthand-writing speed.

Shorthand III, Transcription 3 cr.

This course is designed to develop practical speed in dictation of material varied as to vocabulary and style, with much emphasis on the development of transcription skill.

Typewriting III 2 cr.

This course deals with letter writing, writing on special business and legal forms; setting up outlines, programs, indexes, title pages, proofreaders' marks; copying from longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Secretarial Practice 3 cr.

This course is an advanced study of the theory and the practice in activities common to the office—handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards: personality, reference books, itineraries, preparation of documents, editing, etc.

COURSES REQUIRED IN THE ACCOUNTING SEQUENCE

Accounting II 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the preparation of columnar records for different types of businesses along with the preparation and interpretation of comparative financial reports.

Accounting III 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

Accounting IV 3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production, data, and investigating time and motion study techniques.

Accounting V 3 cr.

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Prob-

lems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides, the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

COURSES REQUIRED IN THE RETAIL TRAINING SEQUENCE

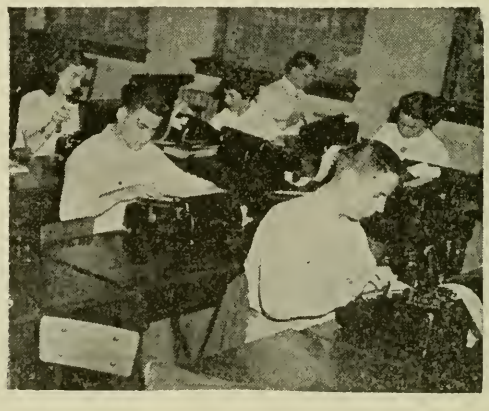
Accounting II (see previous outline) 3 cr.

Sales and Retail Selling II 3 cr.

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying, pricing, personnel training, store location, store layout and equipment, and retail advertising. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

Retailing III (Store Practice) 6 cr.

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week in actual retail work at which time he puts into practice the theories of retailing studied in previous retail training courses. This work is under close supervision of the store officials and of the College.



In the case of the business education teacher, it is extremely important both to know how to use business machines and how to teach others to know how.

EDUCATION DEPARTMENT

RALPH B. BEARD, Head of Department
LOIS ANDERSON
WILBER EMMERT
S. TREVOR HADLEY
STANLEY W. LORE
BLANCHE W. McCLUER
ANNA K. O'TOOLE
PAUL A. RISHBERGER
IRENE RUSSELL

The courses in professional education are designed to promote an understanding of the teaching profession and the function of the teacher in the educational system. Students are urged to observe the growth and development of children in educational, recreational and social situations. The Keith School is utilized by the staff for observations and participation for the purpose of seeing professional methods put into practice.

PSYCHOLOGY COURSE

(Required of all Students)

General Psychology 3 cr.

A comprehensive study of the origins, motives and modifications of human behavior with emphasis on the scientific approach in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to an appreciation of simpler techniques in psychological experimentation.

PROFESSIONAL EDUCATION COURSES

(Required of all Students)

Professional Orientation 3 cr.

An orientation and guidance course designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

Educational Psychology and Evaluative Techniques 3 cr.

This course deals with the problems of understanding the child and the adolescent and how he learns. Some emphasis is given the growth process to better understand the learner. The learning process is dealt with in detail. Actual classroom observation and a study of classroom techniques attempts to give the student the information he needs in order to teach effectively. Attention will be given to measurement as related to growth and the learning process. Prerequisite: General Psychology.

Audio-Visual Education 2 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use.

Student Teaching and Directed Activities 12 cr.

Student teaching is the course which opens to the student rich experiences in the various aspects of the work of the teacher. The student teaching assignment begins with observation and simple teaching duties. As he progresses, the student is gradually inducted into more responsible teaching situations which provide opportunities to test theories in action, to observe and develop learning experiences with and for children, to guide children in the formation of good habits, and to better understand how children, both as individuals and as groups, react, behave, and achieve in school situations. In addition to these experiences with children, this course will provide many opportunities for the future teacher's growth both as a person and as a professional worker.

Professional Practicum Including School Law 2 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences and materials. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and use these experiences and materials in child learning. This course also aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with student teaching.

GUIDANCE

The demand for guidance counselors is on the increase. Superintendents and high school principals have shown an increased interest in the work of the guidance counselor.

This field of preparation and certification has been designed to meet the demand for competent professionally educated guidance counselors. This preparation includes a general survey of the field, specialized techniques utilized by the guidance counselor, field studies including their applications, and a study of the organization and administration of guidance programs.

This field of certification will be offered in a five semester sequence. To complete the required work a student should schedule the first course, Fundamentals of Guidance, the first semester of the sophomore year.

Students who complete the required courses in the field of Guidance will be granted a guidance counselor's certificate. Eight to nine

hours of the above may be offered for certification of teachers for the mentally retarded or for the certification as public school psychologists or psychological examiners.

Fundamentals of Guidance 2 cr.

This course gives consideration to the function and implementation of guidance services. It presents an over-all view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

The Use of Tests in Guidance 3 cr.

This course deals with the purposes and uses of all types of tests used in guidance programs. Particular attention is given to the principles underlying the choice of tests for specific purposes and to the critical analysis of test results. Attention is also given to the problems involved in establishing and operating an efficient testing program for guidance in the public schools.

Counseling Techniques 3 cr.

This course is intended to afford the student an opportunity to study the basic needs, theories and principles of counseling, particularly as they may apply to the work of the classroom teacher and guidance counselor in the public schools. The course will provide frequent opportunities for demonstrations and role-playing by instructor and students.

Occupational Information for Counselors 3 cr.

This course deals with the collection, filing, and use of an occupational file for guidance counselors. Attention is given to recent research in occupations in order that the counselor may be well informed about this area of information. Occupational field trips are planned and local occupational surveys are made.

Case Studies in Guidance 3 cr.

This course is designed primarily to study the principles, problems, and methods involved in developing case studies and in applying them to the work of the guidance counselor. Emphasis will be placed upon guidance for pupils in both elementary and secondary schools, and in connection with personal, social, educational and vocational adjustment of the individual.

Organization and Administration of Guidance 4 cr.

This course will give consideration to both curricular and extra-curricular programs. The former will include the purposes, the lines of authority, the types of organization, personnel, physical equipment and construction. In the extra-curricular activities attention will be given to (1) the controlling factors, (2) the sponsorship of the activities, (3) the setting-up of safeguards, and (4) the history of the activities.

GENERAL ELECTIVES

Mental Hygiene 3 cr.

This course is designed for aiding the development of strong, hygienic personalities; mental hygiene as related to the child, adolescent, and teacher in the home, classroom, and social situation; maladjustments and mental diseases with emphasis on prevention.

Public School Administration 3 cr.

The course is designed to acquaint the teacher with the administration and organization of the American public school. Among the topics to be discussed will be: pupil classification and promotion; supervision of instruction; the organization of extra-curricular activities; classroom management and discipline; grading systems; the daily schedule; and a philosophy of education.

School and Community 3 cr.

This course emphasizes the study of group dynamics and leadership techniques which will aid the teacher in filling the role as an active member of the community. Techniques of surveying community resources, needs, problems, and school-community relationships are studied. Field trips and group activities are a required part of the course.

Teaching the Exceptional Child 3 cr.

This course is designed to aid the student in identifying and in meeting the needs of those who deviate from the normal in areas of physical, mental, emotional and educational development. Consideration is given to educational opportunities available to these children. Study is made of agencies which serve exceptional children. Field trips are emphasized. Prerequisite: Educational Psychology.

REQUIRED COURSES IN ELEMENTARY EDUCATION

Child Development 3 cr.

The objective of this course is to help the student develop an understanding of the physical, mental, social and emotional growth patterns characteristic of childhood. The functions of educational and welfare agencies which work with children will be studied. Opportunity will be provided for learning experiences with children.

Language Arts in the Elementary Schools 9 cr.

This course is taught as three separate subjects as described immediately below.

Children's Literature 3 cr.

In this course the students acquire a wide acquaintance with children's literature, old and new. Development of literary standards

aid in wise selection of books. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful story-telling are studied and practiced.

Teaching of Reading 3 cr.

This course is given in the fourth semester immediately preceeding the first student teaching experience. It is planned to provide the student with a general background of experience with the language arts program for elementary school children. Particular emphasis is placed upon methods and materials used in teaching reading.

Teaching of English 3 cr.

This course is given in the fourth year and is planned to meet the individual needs of students following their experiences in teaching language arts during the junior year. Particular attention is given to helping the students plan language arts programs which will take care of the different levels of language development existing among children in one classroom.

Social Living in the Elementary School 9 cr.

This course is taught as three separate subjects as described immediately below.

Teaching of Arithmetic 3 cr.

This course shows arithmetic as part of the area of social living. Emphasis is placed on arithmetic concepts and processes suited to various maturity levels and techniques for developing them; on children's need for arithmetic; on knowledge of research in the field of arithmetic; and on books and materials helpful to prospective teachers in the elementary school. Prerequisite: Students must show by examination a reasonable mastery of the fundamental processes of arithmetic.

Teaching of Elementary Science 3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

Teaching of Social Studies and Geography 3 cr.

Social Studies and Geography is an integrated course which draws its content from the fields of geography, economics, sociology and history. Emphasis is placed on the child's development, his broadening environment and their relationship to the acquisition of concepts and skills in these areas. Ways of using sensory materials, activities, committees, scientific problem solving and the organization of content into social living units will be studied.

ELECTIVE COURSES IN ELEMENTARY EDUCATION

Creative Activities in the Elementary School 3 cr.

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmics, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

Reading Problems 3 cr.

This course deals with the major causes of reading disabilities in elementary school children. Emphasis is placed upon the analyses of reading difficulties and the methods of organizing instructional programs to meet different needs of children in the elementary classroom. Prerequisite: Language Arts in the Elementary School.

Speech Development and Improvement 3 cr.

The course is designed to acquaint students with the various types of speech problems common to children in the elementary school. Emphasis is placed upon speech rehabilitation. Study is made of the materials, methods, and techniques which the classroom teacher uses in improving the speech of all children as well as giving special attention to the needs of those children who are atypical in speech will be provided. Practice with children in the classroom will be provided.

REQUIRED COURSE IN SECONDARY EDUCATION

Problems of Secondary Education and Guidance 3 cr.

This is a basic course in secondary education designed to aid the student with the practical problems of teaching. Special attention is given to problems in such areas as: teacher-pupil relationships, classroom organization, the nature of the secondary school population, the curriculum, extra-class activities and home room practices.

ELECTIVE COURSES IN SECONDARY EDUCATION

Adolescent Psychology 3 cr.

This course is a study of the adolescent child as revealed by researches of his emotions, personality, integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene.

Reading Problems of Junior and Senior High School Students 3 cr.

This course is planned to help the secondary or special teacher to work with the pupils who are not able to do satisfactory work because of reading problems. Special help is given in basic reading skills, the development of readiness for reading in the content fields at all levels, techniques for improving reading comprehension, reading rate, and study skills.

ENGLISH AND SPEECH DEPARTMENT

RHODES R. STABLEY, Head of Department
MARGARET L. BECK
ABIGAIL C. BOARDMAN
MORRISON BROWN
EDWARD F. CARR
ROBERT W. ENSLEY
JAMES R. GREEN
DONALD A. HESS
ARTHUR F. NICHOLSON
MAURICE L. RIDER
MARGARET O. STEWART
MARY L. WASHINGTON

The English and Speech Department serves two main functions. First, through courses required of all students as part of the general education program of the college, the Department aims at the improvement of English usage in both writing and speaking and of other forms of communication such as listening, observing, reading, and demonstrating. Second, for a select group of students who show marked interest and competence, the Department undertakes to give specialized training needed for the successful teaching of English and Speech in secondary schools.

Because of the need of good English usage by teachers of all subjects, candidates for Junior Standing are required to reach a satisfactory standard for both oral and written expression. At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters. Speech difficulties are also checked on. A speech test is given to all entering students, and wherever noticeable defects or limitations are revealed, an appropriate remedial program is arranged for the individual according to his needs.

A student may elect to specialize in either English or general Speech, perhaps even in both. Graduation requirements demand 35 semester hours if the student offers English as his first field, with 14 hours in required courses counting toward his total; eighteen hours if he offers it as a second field with ten required hours counting toward this total.

Twenty-four hours are required for general speech as a first field, 18 as a second field; toward both totals are counted the four hours representing the two speech courses required in general education. Where certification is sought in both fields these two courses count only toward one field.

GENERAL EDUCATION COURSES

(Required of all students)

Communication I 5 cr.

This course is designed to develop basic skills in reading, writing, speaking, listening, observing, and demonstrating. Media employed include books, magazines, radio, movies, television, art, music, drama. First semester, freshman year.

Communication II 5 cr.

This course is a continuation of Communication I. Second semester, freshman year. Prerequisite: Communication I.

World Culture I 5 cr.

In this course are studied the relationships between historical movements and their expression in literary form, with materials taken from leading cultures and nations, medieval and modern. First semester, sophomore year.

OR—

Literature I 2 cr.

In this course the literature studied will include works in translation from the outstanding cultures and nations of the non-English speaking and writing world. First semester, sophomore year. Post-session summer school.

AND—

History of Civilization I 3 cr.

First semester, sophomore year.

World Culture II 5 cr.

This course is a continuation of World Culture I. Second semester, sophomore year.

OR—

Literature II 2 cr.

The materials of this course will include works written in the English language—American, British, Canadian, Australian, South African, etc. Special emphasis will be put on contemporary writing as it reflects important problems. Second semester, sophomore year. Pre-session, summer school.

AND—

History of Civilization II 3 cr.

Second semester, sophomore year.

COURSE REQUIRED FOR SPECIALIZATION IN ENGLISH OR GENERAL SPEECH

In addition to the required courses in general education, students desiring to make either English (35 hours) or General Speech (24 hours) their first field of specialization are expected to take the course below. Students planning to make English or General Speech a second field are asked to take this course, but it will not count towards a minor: Permission to specialize in either field will be granted only to those students who have already made a strong record in the required courses.

Teaching of English and Speech in the Secondary School 3 cr.

(Recent Trends in the Teaching of English 3 cr.)

(Speech Program in the Secondary Schools 2 cr.)

This course introduces the student to the current professional practices in the teaching of English and speech in high school. Background for student teaching is provided through (1) study of professional literature, (2) individual reports, (3) lesson plans, (4) observation of teaching, (5) participation in class demonstration. Instructon which has to do with play production, general speech, clinical speech, oral interpretation, journalism, radio, and television will be given by members of the staff who have specialized in these areas.

ENGLISH ELECTIVES

(At least one course should be selected in each group)

Although offered primarily to meet the needs and interests of students preparing to become teachers of English, the courses described below are open to all other students of the college as free electives by permission of the Department head.

GROUP I—Survey Courses

American Literature 3 cr.

This course is a survey of American literature from colonial times to the present. First semester, each year.

English Literature 3 cr.

This course is a survey of English literature from Anglo-Saxon times to the present. First semester, each year.

World Literature 3 cr.

Extensive reading of foreign literature in translation, chosen mainly from Oriental, European and South American countries, forms the basis of this course. Extension, Saturday campus.

Children's Literature and Story Telling 3 cr.

See page 86 for a description of this course.

Group 2—Period Courses

Pre-Shakespeare 3 cr.

A seminar course which includes a study of the best of the English classics written from 1350 to 1590. Second Semester, even years.

Shakespeare 3 cr.

In this course, the major plays are studied, many others are read rapidly, and the Elizabethan age is given a brief historical survey. Second semester, odd years.

The Romantic Movement 3 cr.

This course treats the main currents in the literature of England during the first half of the nineteenth century. First semester, even years.

Victorian Literature 3 cr.

This course deals with the literary treatment of the main problems of the second half of the nineteenth century in England—social, scientific, religious, artistic. Second semester, odd years.

GROUP 3—FORM COURSES

Contemporary Poetry 3 cr.

This course offers a study of the poetry of England and America since 1880. First semester, odd years.

Modern Drama 3 cr.

In this course the major study is the reading of outstanding American, British, and Continental plays from Ibsen to the present. Second semester, even years.

Novel to 1870 (English Novel) 3 cr.

Based on selected reading and discussion, this course traces the rise and development of the English novel. First semester, odd years.

Contemporary Novel (American Novel) 3 cr.

Based on selected reading and discussion, this course traces the rise and development of the American novel. First semester, even years.

Short Story 3 cr.

This course offers for study the works of the best American, British, and Continental writers. Main session, summer school, 1956.

Literary Criticism 3 cr.

This is a course in the study of the principles of criticism and of major writings with emphasis on the approach of modern critical study.

Essay 3 cr.

In this course is traced the development of the essay from Montaigne to the present, with special emphasis on the great essayists of France, England, and the United States. Main session, summer school, 1955.

Literature of Biography 3 cr.

In this course is read and studied the work of such outstanding biographers as Carlyle, Macaulay, Strachey, and Sandburg.

On demand.

GROUP 4—Writing

Advanced Composition 3 cr.

This course seeks to develop creative ability and to improve writing style. Much free composition is attempted in such literary types as the short story, the magazine article, the personal essay, poetry, and the one-act play. Second semester, each year.

English Philology 3 cr.

In this course the aim is to give students an understanding of the technicalities of modern English grammar and usages. Attention is given to the history of the language, levels of usage, present-day syntax, word origins, and semantic changes in the language. First semester, each year. Second semester, odd years.

Creative Writing 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor. First semester, each year.

Journalism 2 or 3 cr.

This course includes the writing of the news story, the column, the feature, and the editorial. Special attention is given to college and school publications, with special emphasis on make-up and editorial policy. Second semester, each year.

GENERAL SPEECH

To satisfy a growing demand for teachers of speech and dramatics in the public schools, the college offers a general speech curriculum. Students desiring certification in this area may elect it either as a first field of specialization, which requires 24 hours, or as a second field of specialization, which requires 18 semester hours credit, with 4 hours from required speech courses counting in both cases.

The courses in speech are designed to develop the student's powers of oral expression and communication, to present a rich cultural background in the speech arts, and to aid in vocational preparation.

Students not interested in securing certification, but who wish merely to prepare themselves more adequately for handling language problems incident to all teaching, may, with the permission of the department head, take certain courses as free electives.

COURSES REQUIRED FOR CERTIFICATION IN GENERAL SPEECH

Oral Interpretation 3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes. Second semester, each year.

Phonetics and Voice 3 cr.

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I.P.A. system; study of structure and function of speech organs; voice improvement. First semester, each year.

Play Production 3 cr.

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages. First semester, each year.

Speech Programs in the Secondary Schools 2 cr.

(See Teaching of English and Speech.)

ELECTIVES

Speech Problems 3 cr.

This course introduces the student to the organization of, and requirements for certification in, the field of speech and hearing. The major types of speech and hearing disorders are surveyed. Emphasis is placed on diagnostic and therapeutic considerations for the problems of retarded speech development, articulatory disorders, and voice disorders. Prerequisite: Phonetics and Voice. Each semester, each year.

Speech Development and Improvement 3 cr.

This course, designed for elementary students, includes the study of normal speech and language developments, the types of speech and hearing disorders common to the classroom, and procedures for speech improvement. Each semester, each year.

Radio I 3 cr.

This course, combining lecture and workshop, deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance, and operation of the school radio workshop. First semester, each year.

Radio II 3 cr.

This course offers additional practice in radio production, in attaining skill in microphone techniques, and in preparing scripts for routine and special occasions. Prerequisite: Radio I. Second semester, each year.

Television in Education 3 cr.

This course has as its primary aim the training of teachers to use television as a medium of instruction in connection with classroom work. Through lectures and discussions on the campus, and through observation and workshop experiences at WQED, Pittsburgh's education television station, students will be given training in planning, writing and producing telecasts of an educational nature. Each semester, each year.

Creative Dramatics and Story Telling 3 cr.

An advanced course in play production, it deals with the technical aspects of composition, picturization, movement, rhythm, and pantomime. Each student will cast, rehearse, and direct a one-act play as the main project. Prerequisite: Play Production. First semester, each year. Each summer, Drama Workshop.

Costume and Make-up 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials. Second semester, each year. Each summer, Drama Workshop.

Stagecraft and Scenic Design and Lighting 3 cr.

This course stresses all practical phases of stagecraft. Work on major productions of the semester is included. Second semester, each year. Each summer, Drama Workshop.

Community Dramatics and Pageantry 3 cr.

This course deals with practical problems in stage movement and business, lighting, costume and make-up. Material is presented from the standpoint of the director responsible for pageants and dramatic activities on playgrounds, in camps, and in community projects. On demand.

Psychology of Speech 3 cr.

This course aims to investigate the several theories on speech origin; study the neurological and psychological bases of speech; trace the ontogeny of speech and language; study speech as an aspect of personality structure; and investigate certain speaker-audience phenomena. The psychology of stuttering is given special consideration. Prerequisites: Phonetics and Voice; Speech Problems (Except by consent of the instructor). Second semester, each year.

Speech Pathology 3 cr.

This course is designed to provide more extensive background in the severe speech pathologies. Anatomy and physiology of speech structure are considered as background for the study of cleft palate, cerebral palsy, voice pathologies, and hearing problems. Prerequisite: Speech Problems. First semester, each year.

Speech and Hearing Clinic 4 cr.

This course offers the student experience in diagnosis and treatment commensurate with his particular course background. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group situations. Prerequisites: Speech Problems; Psychology of Speech; Speech Pathology (for Advanced Practicum). Each semester, each year.

FOREIGN LANGUAGES DEPARTMENT

EDWARD W. BIEGHLER, Head of Department

The Department of Foreign Languages recognizes as its primary duty the preparation of teachers in French and Spanish. It aims also to present these languages and the cultures that lie behind them to the non-specialist who wishes thus to broaden his general education.

Courses I to IV in French and Spanish are designed primarily for the general student. The objectives of this unit are accurate pronunciation, some ability in understanding the spoken word and in self-expression, maximum ability in reading, and some appreciation of the motives and main currents of French and Spanish cultures. The formalities of grammar are reduced to their functional minimum.

Courses V and above, conducted largely in the language in question, are designed particularly for the prospective teacher. They need not be taken in numerical sequence. The language specialist is strongly urged to have at least the elementary work in a related language.

A student offering a language as the first field of specialization must complete a minimum of 24 semester hours in that language; as a second field of specialization 18 semester hours are required.

SPANISH

Spanish I and II: Elementary Spanish 3 cr. each

This elementary sequence I-II is designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Constant oral drill serves to encourage automatic response to recurring basic phrase-units. Reading material is chosen in part on a basis of social and culture content.

Spanish III and IV: Intermediate Spanish 3 cr. each

In this intermediate sequence we seek further development of the basic skills and move progressively toward making Spanish the language of the classroom. On completion of this sequence the student should be able to read standard modern Spanish with little difficulty, understand what is said to him, and express himself in a familiar situation.

Students who present one year at high-school Spanish should take Spanish II; those who present two years of high-school Spanish should take Spanish III.

Spanish V: Advanced Spanish Language 3 cr.

This course, which reviews and supplements the grammar of the earlier sequences, aims toward a systematic analysis of the Spanish language. It includes illustrative composition and analysis of contemporary texts.

Spanish VI: Hispanic Culture 3 cr.

In this course the student is introduced to the salient facts of the Spanish and Latin American culture; ethnic composition, geography and its impact on society, high points of history, regional differences and characteristic culture philosophies.

Spanish VII: Spanish Literature 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain, with particular stress on the nineteenth and twentieth centuries.

Spanish VIII: Spanish American Literature 3 cr.

After some consideration of the basic trends of Spanish American literature, this course concentrates its attention on the recent novel of social thesis.

Spanish IX: Prose Fiction in Spain 3 cr.

After a brief survey of the picaresque novel of the Golden Age and its influence in European literature, this course considers in particular the realistic novel after 1850 and the view it affords of modern customs and manners.

Spanish X: Special Projects 3 cr.

This course is designed to satisfy the special needs of a group as they may arise. It may be utilized for further training on conversation and composition, commercial usage, study of periodical literature, recent theater, etc. It may be repeated with credit.

FRENCH

French I and II: Elementary French 3 cr. each

French III and IV: Intermediate French 3 cr. each

French V: Advanced French Language 3 cr.

French VI: French Culture 3 cr.

The objectives and methods of these sequences and courses parallel those of Spanish I-VI.

French VII: French Literature through the Eighteenth Century 3 cr.

After touching on the characteristic qualities and origins of French literature, this course will devote major attention to the seventeenth and eighteenth centuries.

French VIII: Nineteenth Century French Literature 3 cr.

This course aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

French IX: Twentieth Century French Literature 3 cr.

This course will examine the literary scene of the current century and its relationship with French life of today.

French X: Special Projects 3 cr.

This course parallels Spanish X.

GEOGRAPHY DEPARTMENT

L. C. DAVIS, Head of Department
NORAH E. ZINK EARL S. HOENSTINE
OTIS W. FREEMAN

The Geography Department serves two functions. In a general education course, required of all students, the Department aims at the extension of geographic learnings throughout the college. For a select group of students who demonstrate special interest and ability, the Department provides specialized training for prospective teachers and supervisory specialists in geography in the secondary and elementary schools of the Commonwealth of Pennsylvania.

Students specializing in geography come largely from the Secondary and Business Education Divisions. For Elementary students, geography is planned and presented to give the fundamentals needed in presenting to young students those understandings of people so necessary for the preservation of peace and liberty throughout the world. In the Secondary field it enlarges the student's background for teaching geography; it also equips specialists in geography with the knowledge, skill and ability to present geography at the secondary level. Geographic offerings available for Business Education students prepare such students to teach geography successfully in the Business Education Department of secondary schools.

Opportunities for trained geographers are presently increasing due to the expansion of geographic education in the secondary school and in the increased demand for geographers in business and in government service. If geography is the first field of specialization 24 semester hours of geography are required. If geography is the second field of specialization 18 semester hours of geography are required.

GENERAL EDUCATION COURSE

(Required of all students)

World Geography 3 cr.

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, such as patterns of soil, climate, vegetation,—and of man's adjustment to them, with special emphasis on man's economic and cultural responses. This course is prerequisite to all other courses in the department.

REQUIRED OF ALL GEOGRAPHY MAJORS

Teaching of Geography in Secondary Schools 3 cr.

This course is an intensive study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems. State Bulletin 412 is considered.

ELECTIVES FOR GEOGRAPHY MAJORS AND MINORS

At least one course must be chosen from each group below.

Group 1—Earth Studies

Climatology 3 cr.

This course is primarily concerned with the climatic regions of the earth, and the limitations and advantages they offer for man's occupance. This course is a valuable aid to students of World Problems.

Geology 3 cr.

This course provides an intensive survey of the past history of earth development as a basis for its development as a habitat for man in the present era.

Meteorology 3 cr.

This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems arising from the use of the atmosphere as a medium of travel and transportation.

Physiography 3 cr.

This course involves a detailed study of land forms, soils, minerals, their origin, development, and relationship to man's distributional patterns and adjustment problems.

Cartography 3 cr.

This course is designed primarily to enable the student geographer to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps, the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams, and the application of each of these to the teaching of geography are stressed.

Group 2—Economics

Economic Geography 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes and related natural factors. It also deals with the applications of these understandings to the solution of national and international problems.

Commercial Air Transportation 3 cr.

This course is concerned with questions of importance in the development of commercial aviation such as: policies concerning the freedom of the air, governmental agreements, subsidies, control and use of air bases, the importance of the North, and world air routes. This course may be used as an elective in Aeronautics Education.

Conservation of Natural Resources 3 cr.

This course involves an investigation of problems in the conservation of land, water, plant, animal and human resources. The regional approach to the solution of these problems is stressed.

Geographic Influences in History 3 cr.

This course is a study of the relationship of the natural environmental factors to the settlement, development and progress of selected countries—with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

Trade and Transportation 3 cr.

This course includes a study of transportation routes, ports, railroad centers, hinterlands and the trade relations between production areas and between countries.

Group 3—Regional Studies

Geography of the United States and Canada 3 cr.

This course is a regional study of the United States and Canada, concerned with the investigation of man's adjustment to his environment as determined by the physical factors of climate, vegetation, relief, soils and natural resources. Recognition of political adjustments to the geographic environment and the inter-relations between the two countries and the rest of the world are stressed.

Geography of Asia 3 cr.

This course comprises a study of the major geographic regions of the Soviet Union and Southwestern Asia. Special emphasis is placed on the natural resources of the regions and their use, the peoples, their numbers and distribution, their culture and recent cultural changes, strategic areas and related political problems.

Geography of Africa and Australia 3 cr.

This is a regional study of Africa, Australia, and New Zealand, presenting the economic and social development of the regions of these lands and their relationship to the physical environment. The geographic aspects of the problems of land tenure, race, future land use, and the strategic importance of the areas are considered.

Geography of Europe 3 cr.

The aim of this regional course is to help students acquire the ability to find and apply geographic relationships underlying land use, dominant international problems, boundary disputes and the regional complexes of the European continent.

Geography of the Far East 3 cr.

This course includes a study of India, Japan, China, the Philippines, Southeastern Asia and the East Indies and involves an intensive investigation of the natural factors and man's adjustment to them in the geographic, economic and political regions of Eastern Asia. The geographic background needed in planning solutions for raising standards of living, for the wise use and restoration of natural resources and the industrialization of countries is presented.

Geography of Latin America 3 cr.

In this course a regional study is made of Middle and South America. Special emphasis is given to regional differences and similarities. Latin American relations with other areas, especially the United States, are stressed.

Geography of the United States and Pennsylvania 3 cr.

See course description under "Required in the Elementary Curriculum."

World Problems in Geography 3 cr.

This course considers world problems and the geographic backgrounds necessary in understanding them. Attention is given to boundary questions, the values and controls of colonies, fishery agreements,

problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace and similar topics.

Field Courses in Geography 3 cr.

These courses, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of the student groups.

REQUIRED IN THE ELEMENTARY CURRICULUM

Geography of the United States and Pennsylvania 3 cr.

This course gives a comprehensive treatment of the adjustments of the peoples of Pennsylvania and the United States to the physical factors—structure, relief, climate, soils, and natural resources—which mold their destiny. The inter-relationships between the United States and Pennsylvania and the rest of the world are stressed. Prerequisite: World Geography.

Teaching of Geography in the Elementary School 1 to 3 cr.

This course considers such topics as (1) the meaning and content of pregeography and geography in the elementary school, (2) methods of getting geographic understandings and attitudes of interest and sympathy for other peoples, (3) methods of developing the ability to use pictures, maps and graphs, (4) the geography program in Bulletin 233B, and (5) the relationship of geography to other subject matter fields.

Students find many opportunities to acquire the skills of professional geographers through field courses and field trips in which the techniques of the geographer are applied.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

GEORGE P. MILLER, Head of Department
LENA ELLENBERGER — REGIS McKNIGHT
MALINDA HAMBLEN — LEWIS SHAFFER
DOLORES A. MERRITT — SAMUEL SMITH

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

All students are expected to pass a college swimming test. Those who are unable to meet this requirement after considerable training and practice will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health and Physical Education in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Provides opportunities for participation in worth-while leisure time activities and attainment of skills in those of value for adult use.

All students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. All students will take Physical Education II in the third semester, and Physical Education III in the fourth semester.

GENERAL EDUCATION COURSES

(Required of all students)

Health 2 cr.

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

Physical Education I 1 cr.

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

Physical Education II 1 cr.

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

Physical Education III 1 cr.

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels. "The equivalent of the American Red Cross Standard First Aid Course will be included in this course."

REQUIRED IN ELEMENTARY EDUCATION

Teaching of Health and Physical Education 2 cr.

The Teaching of Health and Physical Education covers units designed to present the meaning, aim, scope and materials related to Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching.

ELECTIVE COURSE

First Aid 1 cr.

The college course includes the Red Cross Advanced Course which requires 18 hours of work and the Red Cross Instructors Course which requires 18 hours of work. Red Cross certificates will be awarded upon the successful completion of each course. The successful completion of the Instructor's Course permits the holder of that Certificate to conduct classes in First Aid.

NON-CREDIT ACTIVITY COURSES

Contemporary Dance

Dance is a means of communication through movement. It is an art which offers the development of the physical and creative abilities through the medium of the body. The value of the dance for students without experience lies in developing the relationship between their mental, emotional, and imaginative life and its projection in bodily movements.

Red Cross Life Saving and Swimming

The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The four courses below, General Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

General Safety Education 3 cr.

The General Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

Driver Education 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

Organization and Administration of Safety Education 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

Methods and Materials in Safety Education in the Secondary Schools 3 cr.

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.

HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, Head of Department

LEOLA T. HAYES
ELIZABETH HEARN LaVELLE
HELEN LOFTIS
HELEN C. MERRIMAN
RACHEL DALE MOSS
ETHEL VERNA OXLEY
MILDRED E. OMWAKE
VIRGINIA BREWER ROHRER
DEE STEPHENSON SMITH

Leading educators are stressing three contributions of a home economics department: (1) to prepare all women for their life work as homemakers, and to prepare men for their responsibilities as future heads of families and fatherhood, (2) to prepare teachers to educate high school and elementary pupils for homeliving and (3) to prepare professional home economists for their positions. Indiana's home economics department fulfills all three obligations. It meets the standards set up by the Smith-Hughes Act of 1917 and has kept pace with improvements in educational philosophy, teacher education and each of the many areas of homemaking. The faculty know each student personally and plans with her for experiences that best contribute to her development as a person. Our only lack is sufficient graduates to meet the professional and matrimonial demands. The following descriptions tell why our graduates are so well qualified and so much in demand.

CLOTHING

Clothing I 3 cr.

Construction principles are applied in making garments. Quality and construction of ready to wear garments, commercial patterns, flat-pattern design, variety of fundamental construction processes, and being well groomed through clothing selection and construction are emphasized. Sewing machines are used extensively but appropriate hand processes and finishes are learned. Cost of fabric is approximately $27.

Clothing II 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by flat pattern designing. Students demonstrate the more difficult construction processes in sewing. Cost of fabric is approximately $27. Prerequisite: Clothing I.

Clothing III 2 cr.

A coat or suit is tailored and a garment remodeled. Additional ability is gained in pattern construction and use, construction techniques, selection and care of clothing. Constructed garments are compared with ready-to-wears. The cost of fabric is approximately $35.

Textiles and Clothing Economics 2 cr.

Students study selection, cost, upkeep, wearing quality and handling of clothing and household fabrics. Influence of raw material, construction and finish upon suitability, durability, uses, cost and hygienic values are emphasized. Laws affecting manufacture and sales of fabrics, articles and garments are studied. Ability to identify, select and care for fabrics and finished products is demonstrated. The information on and the significance of labels is appreciated.

CONSUMER EDUCATION

Consumer Economics 2 cr.

An understanding of economic problems of consumer buyers is sought. Problems of production, distribution, merchandising, and buying are studied. Emphasis is placed upon help available from government, private agencies and consumers themselves. A program for the education of intelligent consumers is planned. Gaining maximum satisfaction from goods and services available to each family is an important goal.

FAMILY AND CHILD

Child Development and Nursery School Child 4 cr.

Phases of development from conception to adolescence are studied. Observation and care of children in many situations is provided. Emphasis is placed on the child as an individual and on the adult's opportunities and responsibilities for assisting each child toward optimum development.

Family Relations 2 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early family and community influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussion, and conferences are used in facing and solving problems.

FOOD AND NUTRITION

Foods I

Scientific principles are applied to meal planning, food selection and preparation. Family meals are emphasized. Experience in marketing is included in the study of purchasing and food costs. Laboratory work provides opportunities to develop good work habits and

standards for high quality products. Three nurse's uniforms and comfortable white shoes are needed.

Foods II

Foods studied and prepared present more advanced problems in cookery and meal service than those of Foods I. Some of these relate to food preservation, freezing of foods, meat selection and cookery, poultry dressing, methods of making breads, cakes and pastry. Recent research and experimentation indicating new and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

Nutrition 3 cr.

Positive relation of food to health is emphasized. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, old age, common nutritional deficiencies and disorders are checked. Signs of good and poor nutrition, functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Adequate diets on different economic levels, racial and nationality bases are considered and prepared.

School Lunchroom Management I 3 cr.

Future home economics teachers have instruction and experiences essential to managing and/or essential to supervising a school lunch program. These experiences include planning, preparing and serving lunches that are nutritionally adequate, attractive and inexpensive. All of the work is coordinated with the requirements of the National School Lunch Program.

HOME MANAGEMENT

Family Finance 2 cr.

Economic principles underlying personal and family financial problems are studied. Sources of money income; how family members can reduce expenditures through wise use of time, material and human resources; increasing real and physic income; accounts; savings and investments; legal contracts; banking; home production; and optimum use of social income sources form a basis for planning for the wise use of the family income are all studied. An understanding of what low incomes mean in terms of living is sought. Ways of helping families live better on their incomes are emphasized.

Home Management 3 cr.

Students experience activities of home living as a group. Managerial ability is developed and human values and relations empha-

sized. Child care and guidance; planning, buying, preparing and serving meals; the use and care of all household equipment; care and management of the home; entertaining and providing for better living are supervised and improved.

Household Care and Equipment 2 cr.

Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment are studied and applied. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials are emphasized. Good management in arrangement, storage and working heights and procedures that will save time, energy and money, and secure good results in family living form the basis of the course.

Housing 2 cr.

Problems confronting families in finding suitable housing are considered. Community planning, selection or construction of homes, architectural designs, materials and processes in construction and finishes, factors affecting costs and quality, building economics, legal aspects, heating, ventilation, lighting, plumbing, floor plans for convenience, comfort, and aesthetic values, and housing maintenances are studied.

PROFESSIONAL

Professional Orientation 3 cr.

This orientation and guidance course is designed to acquaint prospective teachers with professional opportunities and requirements, the relation of school to society, the organization of the American school system, the pupil and the educative process. The scope, areas, school orientation, history, leaders, organizations and publications in home economics are studied for understanding and appreciation. Club work, projects and the advisement program are integrated and related in solving personal and school problems toward the best development of students and future teachers. Directed observations of various schools and learning situations are required.

Vocational Home Economics Methods and Student Teaching 4 cr.

Students are helped to understand and solve problems of the home economics teacher in reimbursed and non-reimbursed positions. Teacher responsibilities considered are adult education, curriculum, evaluation, pupil-teacher planning, home visits and experiences, teaching techniques, boys and mixed classes, Future Home Makers Association, and home living in elementary grades. Observations and parti-

cipation in adult, college and Keith elementary and secondary classes are used to prepare teachers to include all phases of home living and to teach in democratic schools.

Student Teaching (Resident) 8 cr.

During student teaching senior students live in typical communities and teach in superior departments approved for vocational home economics. Saturday campus conferences provide for study, help with professional problems and an exchange of ideas and experiences.

Professional Practicum 1 cr.

Observation and participation in secondary home economics classes parallel junior student teaching. Students become familiar with several departments, have an opportunity to study children personally and gain a broadened concept of subject matter units, a sense of values for the selection of educational experiences and materials, guidance in planning and teaching on how to organize, motivate and use experiences and materials in child learning. The student gains an at home feeling in the classroom and a knowledge of theory in practice.

School Law 1 cr.

This course aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with methods and student teaching.

RELATED ART

Clothing Selection (Costume Design) 2 cr.

Opportunity to select clothing for herself and others under supervision is provided. Personality, coloring and figure variations are studied in relation to color, texture and pattern designs. Costume accessories are designed and made. Class experiences create a consciousness of the value of being well groomed and provide techniques for accomplishing this. Prerequisite: Principles of Design.

Home Furnishing 3 cr.

Students develop ability to create attractive livable homes and judgment in selecting and purchasing suitable home furnishings. Floors, walls, and windows, the arrangement of furnishings and furniture and remedies for problem rooms and houses are studied. Improvising, mending, remodeling, and refinishing furniture, making curtains, slip covers and draperies, etc., provide practical problems. Prerequisites: Principles of Design and Clothing I.

ELECTIVES

Clinic in Home Economics Education 3 cr.

This course provides further study for teaching various areas needed for adequate living in the home and the community. The

philosophy underlying learning, evaluation, curriculum planning and effective teaching is studied and applied to specific field situations.

Clothing IV 2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection, construction and remodeling hats for different seasons is included.

Clothing V Special Problems in Clothing 3 cr.

Clothing problems met by individuals in home, college and teaching are solved. This course also provides a background for students who have little previous experience in clothing construction. Prerequisites: Consent of the instructor.

Diet in Disease (Diet Therapy) 3 cr.

A study is made of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. The course is planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

School Lunchroom Management II 3 cr.
(Organization and Administration)

Problems of food service administration in various types of educational institutions are solved, such as: management of personnel, labor, food, equipment, and supplies; record keeping; professional standards and ethics; experience in supervision of food service. Field trips to cafeterias and other food service units are provided.

Special Problems in Foods 3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

ELECTIVE FOR OUT OF DEPARTMENT STUDENTS ONLY

Nutrition Education 1 cr.

Fundamentals of food selection, menu making and principles of nutrition are studied. Application is made to the various age groups,

economic levels and social and national background. This course is a must for all elementary, science and health education majors.

REQUIRED IN GENERAL EDUCATION

Home and Family Living 3 cr.

Many needs of men and women as heads of families and homemakers and as parents are met. Units studied are: how nutritionally adequate meals provide for body food need; food purchasing, preparation and service; child care, development and guidance; the family and the role of each member; clothing selection and care; housing the family; furnishing and equipping the home; house care and management; and wise use of human and material resources.

As practical as every day life, the home economics teacher learns to apply her knowledge to teaching others the most important business in the world — "homemaking."

MATHEMATICS DEPARTMENT

JOY E. MAHACHEK, Head of Department
LEROY H. SCHNELL
I. L. STRIGHT

The Mathematics Department provides courses primarily for the Divisions of Secondary and Elementary Education but students from any department may elect courses in sequence either to improve their general education or to prepare for technical work in various fields.

A course in Fundamentals of Mathematics is required of all students in the Secondary Division unless proficiency is shown by examination. A course in Teaching of Arithmetic is required of all students preparing to teach in the elementary school.

Students in the Secondary Division choosing mathematics as a first field of specialization must have a minimum of 24 semester hours in mathematics; those choosing it as a second field of specialization must have a minimum of 18 hours. These numbers indicate only the acceptable minimum. Students specializing should plan to take as many additional electives as the opportunity offers.

COURSES REQUIRED FOR SPECIALIZATION IN MATHEMATICS

College Algebra 3 cr.

This course includes a brief review of high school algebra and development of algebra necessary for subsequent college mathematics. A study is made of functions and their graphs, linear and quadratic equations, progressions, the binomial theorem, theory of equations, variation, determinants, permutations, combinations, and probability.

Trigonometry 3 cr.

Plane trigonometry is essential for students preparing to teach the course in secondary schools and is basic to subsequent courses in college mathematics and science. It emphasizes indirect measurement through the solution of triangles and trigonometrical analysis.

Analytic Geometry 3 cr.

This course provides a background for calculus and for other advanced courses. It relates algebraic equations with geometric forms through the study of rectangular and polar coordinates, the straight line, the circle, conics, transformation of coordinates, parametric equations, and higher plane curves in geometry of two dimensions.

In the geometry of three dimensions point, plane, line and quadric surfaces are emphasized. Prerequisite: College Algebra and Trigonometry.

Mathematical Analysis I & II

Mathematical Analysis I & II may be substituted for College Algebra, Trigonometry, and Analytic Geometry. They will cover the same material and carry the same total credit hours but will be taught as fused courses.

Mathematical Analysis I 4 cr.

An integrated organization of the traditional subject matter of College Algebra, Trigonometry and Analytic Geometry serves as the basic material for the two courses. The central idea of the organization is the function concept. The principal topics in this course are linear functions and graphs, rational and irrational functions, logarithms and logarithmic functions, trigonometric functions and formulas, the solution of triangles, exponential functions, permutations, combinations, and probability. This semester's work is closely correlated with, and forms an extension of, the senior high school mathematics.

Mathematical Analysis II 5 cr.

As a continuation of Mathematical Analysis I, the chief topics considered in this course are: the properties of circular functions, the straight line, loci, the conic sections, polar coordinates, transformation of coordinates, the general equation of the second degree in two variables, parametric equations, sequences and series, and the determination of equations representing given experimental data. Prerequisite: Mathematical Analysis I.

Calculus I 3 cr.

The elementary properties of differentiation and integration are developed simultaneously. This course aims to give the student a clear understanding of the meaning of the derivative as well as mechanical facility in the computation of the derivative of algebraic and transcendental functions. Applications of the derivative in solving problems of maxima and minima, in finding roots of equations, and in curvature are emphasized. The use of integration as a process of summation is applied to elementary problems in finding areas enclosed by plane curves, volumes of solids of revolution, the length of a curve, and to area of surfaces of revolution. Prerequisite: Mathematical Analysis II or Analytic Geometry.

Calculus II 3 cr.

This course is a continuation of Calculus I. Topics included are: differentials, the theorem of the mean value and its application, cen-

troids, fluid pressure, work, series, and work in polar and parametric equations. General facility in integration is promoted by a study of the construction of tables of integrals, as well as the various aids in integration. Prerequisite: Calculus I.

Teaching Mathematics in the Secondary School 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern high school. Units include content of curriculum, objectives, current literature, methods of instruction, unit and lesson planning, evaluation, observation and participation.

ELECTIVE COURSES

Advanced College Algebra 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

Calculus III 3 cr.

The aim of this course is to complete the student's study of elementary calculus. This course should be a real asset in the preparation for teaching secondary school mathematics as well as give background for graduate work, and is therefore recommended for all students contemplating advanced study in mathematics. Some of the topics considered are: partial differentiation, multiple integration, hyperbolic functions, and a brief study of elementary differential equations. Prerequisite: Calculus II.

College Geometry 3 cr.

This course gives the student a thorough preparation for teaching plane geometry. Effective methods of attack in solving problems are carefully analyzed and applied. Special effort is made to correlate the material studied with that of the high school. Representative topics are: geometric construction based on loci and indirect elements; similar and homothetic figures, properties of the triangle, Menelaus's theorem and Ceva's theorem, harmonic properties of circles, inversion and recent developments in geometry.

Field Work in Mathematics 1 to 3 cr.

The principal topics of this course are: field instruments, their mathematical construction and use; the slide rule, its construction and use; and suggestions for teaching the simpler instruments in secondary school courses.

History of Mathematics 3 cr.

A cultural background in the field of elementary mathematics is furnished by this course. Emphasis is placed on the history of the development of the number systems of elementary mathematics, computational devices, mathematical symbolism, space concepts, and simple logical processes. Other topics treated are: methods of problem solving, historical references in teaching, mathematical recreations, and the biographies of outstanding mathematicians. Prequisite: Analytic Geometry.

Mathematics of Finance 3 cr.

The primary purpose of this course is to give the student a background for teaching general and consumer mathematics. The course introduces the student to the elementary theory of simple and compound interest, and leads to the solution of practical problems in annuities, sinking funds, amortization, depreciation, stocks and bonds, installment buying, and building and loan associations. It also includes the theory of probability as related to life insurance, the theory and calculation of mortality tables, various types of life annuities and insurance policies. Prerequisite: College Algebra.

Spherical Trigonometry and Navigation 3 cr.

Besides the usual treatment of theorems of space the course emphasizes alternate methods of proof and applications of algebra and elementary analysis to solid mensuration; spherical trigonometry; and practical applications of space concepts especially in the field of navigation.

Statistics 3 cr.

Statistics covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on the mathematical development of formulas, as well as on skill in using them. Prerequisite: Analytic Geometry.

REQUIRED OF ALL STUDENTS IN SECONDARY EDUCATION

Fundamentals of Mathematics 3 cr.

This course is concerned with cultivating the students' general understanding and appreciation of mathematics. For students who have had little high school mathematics emphasis will be placed on the development of the number system, arithmetic, proof and reasoning, methods of equations, graphs, simple statistics and the place of mathematics in present day living. For those with adequate high school mathematics consideration will be given to the elements of more advanced mathematics.

REQUIRED OF ALL STUDENTS IN ELEMENTARY EDUCATION

Teaching of Arithmetic 3 cr.

This course shows arithmetic as part of the area of social living. Emphasis is placed on arithmetic concepts and processes suited to various maturity levels and techniques for developing them; on children's need for arithmetic; on knowledge of research in the field of arithmetic; and on books and materials helpful to prospective teachers in the elementary school. Prerequisite: Students must show by examination a reasonable mastery of the fundamental processes of arithmetic.

It's a toss-up here as to who is more interested in fractions, the student teacher or his pupils. Folding and hard money, pie, the blackboard, the pupil's life experiences and the teacher's power of speech and gesture get pulled into making "fractions" live for fifth grade pupils just as these numbers do in life. Life and the classroom are one and the same thing to the ten-year-old. The intending teacher is not trying to be "progressive" or ultra-modern; he's just making the arithmetic lesson help cut the pie in equal shares or spend the dollar for four twenty cent admissions and one ice cream soda.

MILITARY SCIENCE AND TACTICS DEPARTMENT

LT. COLONEL TALBERT I. MARTIN, PMST
LT. COL. JOHN V. D'ESPOSITO — M/SGT. WILLIAM E. WINSTANLEY
MAJOR FRANCIS J. FORD — M/SGT. PHILIP A. CHAMPION
M/SGT. WILLIAM C. MILLER — SFC. ROBERT V. SELFRIDGE
SGT. JAMES A. SANIAL

State Teachers College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to produce junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

REQUIREMENTS FOR ENROLLMENT

The general requirements for enrollment in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 23 years of age at the time of enrollment (except for veterans). For continuance in the ROTC the student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the Advanced Course, and agree in writing upon admission to the Advanced Course, to complete the course of instruction offered, unless released by the Department of the Army. Veterans may receive credit for portions of the ROTC military course for military service completed within five years prior to enrollment in ROTC.

WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks, and notebooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having over one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to Twenty-Seven (27) Dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course, ROTC and receives his baccalaureate degree from the college he is eligible for a commission as a Second Lieutenant in the United States Army Reserve.

Students who have completed the first year Advanced Course and have displayed outstanding qualities of military leadership, high moral character, and definite aptitude for military service are designated "Distinguished Military Students." Students so honored who maintain the standards until graduation are designated "Distinguished Military Graduates," and are eligible for appointment in the Regular Army.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. This Act provides for military deferment of students so enrolled until completion of their academic course under the following conditions:

1. Students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics to ultimately qualify them for a commissioned appointment.
3. They must attend a summer training camp, when ordered by competent authority (usually at the end of the Junior year).
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered and to serve not less than two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

CURRICULUM IN MILITARY SCIENCE AND TACTICS

The Military Science curriculum covers four years and is divided into two courses: The Basic Course and the Advanced Course.

THE BASIC COURSE

The first two years of Military Science comprise the Basic Course which furnishes a background in basic military subjects. A minimum of three hours instruction each week is required for this course.

1st Year

Military Science I **1 cr.**

Instruction in Military Organization; Military Problems and Policy of the United States, National Defense Act and ROTC; Combat Formations; Maps and Aerial Photographs; Leadership, Drill and Exercise of Command.

Military Science II **1 cr.**

Instruction in First Aid and Hygiene; Individual Weapons and Marksmanship; Leadership, Drill and Exercise of Command.

2nd Year

Military Science III **1 cr.**

Instruction in Organization for National Security and Organization for Supply in the Army; Organization and Function of Combat

Arms; Organization and Functions of the Technical Services; Organization, Functions, and Operation of Quartermaster Units; Property Accountability and Responsibility; Leadership, Drill and Exercise of Command.

Military Science IV 1 cr.

Instruction in Unit and Organizational Supply; Leadership, Drill and Exercise of Command.

THE ADVANCED COURSE

The Advanced Course consists of five hours of instruction weekly during the third and fourth years of Military Science. Students who clearly demonstrated during their attendance in the Basic Course the qualities necessary to become a Reserve Officer of the U. S. Army are enrolled in the Advanced Course.

The Advanced Course is primarily concerned with technical Quartermaster military subjects.

For admission to this course a student must fulfill the following: have completed the Basic Course; be selected by the Professor of Military Science and Tactics and the President of the College; be 27 years of age or under at time of enrollment; meet physical requirements as established by the Department of the Army; execute a contract with the Government to finish the course, attend a six-week summer camp and accept a reserve commission if tendered. When a contract is signed, completion of the Advanced Course becomes a requirement for graduation.

3rd Year

Military Science V 3 cr.

Instruction in Station Supply; Depot Supply; Storage, Warehousing, and Materials Handling Equipment; Food Service Activities; Leadership, Drill and Exercise of Command.

Military Science VI 3 cr.

Instruction in Procurement, Storage, and Distribution of Petroleum Products; Quartermaster Field Service Activities; Quartermaster Activities at Post, Camp, and Station; Individual Weapons and Marksmanship; Security and Defense of Quartermaster Installations.

4th Year

Military Science VII 3 cr.

Instruction in Military Teaching Methods; Geographical Foundations of National Power; Fiscal and Procurement Procedures; Psychological Warfare; Research and Development of Quartermaster

Supplies; Technical Intelligence; Combat Intelligence; Command and Staff; Leadership, Drill and Exercise of Command.

Military Science VIII 3 cr.

Instruction in Quartermaster Operations in the Continental United States; Military Administration; Quartermaster Operations in the Theater of Operations; Military Law and Boards; Leadership, Drill and Exercise of Command.

SUMMER CAMP

The six weeks of summer camp is attended by students upon completion of the first year of the Advanced Course of Military Training. Time at camp is devoted to the practical application and demonstration of principles and theories taught during the school year. While at camp each student will receive lodging, subsistence, uniforms, medical care, reimbursement for travel and pay of the first enlisted grade of the United States Army (currently $78.00 per month).

MUSIC EDUCATION DEPARTMENT

CLEL T. SILVEY, Director

ROBERT W. BURGGRAF
CATHERINE C. CARL
CHARLES A. DAVIS
GLADYS DUNKELBERGER
WALTER A. GOLZ
ARVILLA HARROLD
IAN H. HENDERSON
THOMAS J. HUGHES
MARJORIE IVERSON
JEROME LANDSMAN
C. DAVID McNAUGHTON
LAURA M. REMSBERG
LAWRENCE C. STITT
W. WYNN YORK

Objectives of the Department: The main objective of the Department of Music Education is to contribute toward the general education and professional preparation of the college student as a citizen and as a teacher for the public schools. Toward this goal, the department regards its responsibility in a 3-fold capacity: (1) To the general college student (2) To the future elementary classroom teacher, and (3) To the student who majors in Music Education and who will be certified to teach and supervise music in the schools of the Commonwealth.

Requirements for Admission: In addition to the general college requirements, entrance to the college as a major in Music Education is contingent upon the following:

(1) Possession of an acceptable singing voice.

(2) Ability to play piano or an orchestral or band instrument representing several years of study and a high degree of skill in artistic performance.

(3) Ability to sing at sight music of the difficulty of simple folk songs.

(4) Possession of musical aptitude in pitch discrimination, tonal memory, and rhythmic memory.

These characteristics are evaluated in individual audition and a group testing program.

Student Teaching: For the Music Education major, observation, participation, and student teaching described on p 84 are supervised by members of the music staff.

APPLIED MUSIC

Courses in applied music include individual instruction, class instruction, vocal and instrumental ensembles. Credit is given for all applied music, normally three hours per semester for the total of all applied music courses. Minimum requirements and complete descriptions of these courses are given in the music department booklet.

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public school music, it is imperative that prospective music teachers become familiar with the techniques of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are coordinated in a flexible manner calculated best to promote individual progress.

ENSEMBLE

Ensemble singing and playing is a highly important factor in the training of a well equipped musician and teacher. The program in music activities is sufficiently varied in order to provide a place for everyone according to respective stages of advancement. Concerts by the ensembles are prepared and presented each semester to the college community. Concert trips to nearby communities are taken each semester.

First year students are required to be in either the Women's or Men's Glee Clubs. They are not permitted membership in the College Choir or Mixed Chorus. A small number of first year students, who can qualify, are permitted in the College Band and Orchestra. All music majors are required to be active at all times in at least one instrumental group (band, beginning band, orchestra, beginning orchestra, string orchestra). Second year students are required to be in a mixed voice ensemble, and those who cannot qualify for the choir will be in mixed chorus. Third and fourth year students are required to be active in at least one of the four vocal groups.

SEQUENCE in APPLIED MUSIC
(18 semester hours)
FRESHMAN YEAR

First Semester (3 S.H.)	Second Semester (3 S.H.)
	Class Voice II
Private Piano Instructor (AI or BI)	Private Piano Instruction (AII or BII)
Class Violin or Clarinet—Percussion	Class Violin or Clarinet—Percussion
Glee Club—Men or Women	Glee Club—Men or Women

SOPHOMORE YEAR

Third Semester (3 S.H.)	Fourth Semester (3 S.H.)
Private Piano Instruction (AIII or BIII)	Private Piano Instruction (AIV or BIV)
Class Voice	Class Voice
Class Strings or Woodwinds	Class Strings or Woodwinds
College Choir or Mixed Chorus	College Choir or Mixed Chorus
One Instrumental Group	One Instrumental Group

JUNIOR YEAR

Fifth Semester (3 S.H.)	Sixth Semester (3 S.H.)
Class Trombone or Trumpet	Brass Class
One Elective: (Voice, Piano, Organ, Band and Orchestra Instruments)	One Elective: (Voice, Piano, Organ, Band, and Orchestra Instruments)
Membership in at least one Vocal and one Instrumental Group	Membership in at least one Vocal and one Instrumental Group)

SENIOR YEAR (1 S.H.)

All remaining applied Music credits will be completed during the one semester when not engaged in student teaching, unless some deficiency needs to be removed.

Seventh or eighth semester (S.H. 1): electives and ensembles (as listed under the junior year).

GENERAL EDUCATION COURSE
(Required of All Students)

Introduction to Music 2 cr.

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite course or special abilities are required.

THEORY OF MUSIC

The theory courses aim to develop the techniques required for a comprehensive understanding of music literature through analysis and the creative approach. Constant emphasis is made upon the practical application of skills. Facility at the keyboard is one of the most important general functional aims throughout all theory courses. The teachers of private piano are expected to assist with the keyboard drills.

Solfeggio I 3 hours—2 credits

This course aims to develop the student's ability to learn to read at sight with sol fa syllables; also to begin the harmonization of melody at the keyboard with use of the primary chords. Problems studied include: all major and minor scales; treble, alto, tenor, and bass clef; all diatonic intervals; duple and triple meter with rythmic dictation drills; phrase-wise thinking, and elementary form analysis. A majority of the music reading material is chosen from the newest public school music basal song readers.

Solfeggio II 3 hours—2 credits

This course aims to increase the sensitivity of the student to correct intonation. In addition to a continuation of the materials begun in Solfeggio I, the following additional problems are begun: part singing, compound meters, written melodic and rhythmic notation. Prerequisite: Solfeggio I.

Solfeggio III 3 hours—2 credits

This course aims to develop greater facility in the tonal and rhythmic techniques already presented and additional mastery of the problems of part singing. Advanced problems include more difficult modulation, chromatic alterations, modal tonality, and more complicated rhythms. Continued emphasis on individual reading ability, which began with Solfeggio I, is made. All problems are studied both aurally and visually.

Theory I 5 hours—4 credits

Theory I includes the hearing, playing and writing of the primary harmonies in all inversions using the chorale style of harmonization; the dictation of melodies and notation of concomitant harmonies; the study of the phrase and period through the melodies harmonized. Prerequisite: Solfeggio II.

Theory II 5 hours—4 credits

The work done in Theory I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, modulation to related keys. Harmonization of melodies in the piano style is begun. Writing of original melodies is introduced. The double-period and phrase group serve as the units for analysis. Prerequisite: Theory I.

Theory III 3 hours—3 credits

This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation. Prerequisite: Theory II.

Theory IV 3 hours—3 credits

Theory IV requires continued harmonization at the keyboard, including transportation; further work with chromatic harmonies; study of the higher rondo, sonatina and sonato-allegro forms; original writing. Prerequisite: Theory III.

Survey of Music Literature 2 hours—1 credit

This course has a two-fold purpose (1) to present a rapid review of the chief epochs of music history and (2) to stress methods for the teaching of listening lessons in the public elementary and high school grades.

History of Music I 3 hours—3 credits

This course traces the earliest beginnings of music and its important place in the history of civilization, and the social and political background. Thus the course aims to extend and clarify the student's understanding of modern music by an appreciation of the past.

History of Music II 3 hours—3 credits

This course begins with Beethoven and the development of the Romantic movement. It deals with the great masters of the nine-

teenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth century opera; and modern trends of the twentieth century.

Orchestration 3 hours—2 credits

In this course a study is made of the essential characteristics of each instrument of the symphony and symphonic band with particular stress upon the limitations of each instrument, together with the transposition and range problems of each instrument.

Conducting I (choral) 3 hours—1 credit

In this course emphasis is placed on the application of the techniques of conducting to the development of expressive singing through bodily gesture and facial expression. Included are: a survey of suitable materials, organization of groups, testing of voices, rehearsal techniques, program building, interpretation, vocal techniques, English and Latin diction.

Conducting II (instrumental) 3 hours—1 credit

This course offers the student the opportunity of developing increased competency in conducting school orchestras and bands. Attention is directed to the organization, rehearsal technics, and materials for the public school instrumental needs.

MUSIC EDUCATION AND SUPERVISION OF STUDENT TEACHING

Methods I (Elementary) 4 hours—3 credits

This course offers analytical study of texts, recordings and other materials together with teaching methods suitable to desirable musical development of Elementary School pupils. Experience is given in proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic development, including rhythm band; music reading; part singing; planning and organization. Guided observations of music lessons in the elementary grades are provided.

Methods II (High School) 3 hours—2 credits

This study involves an analysis of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the correlation of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required. Prerequisite: Methods I.

Methods III (Instrumental) 3 hours—2 credits

This course is designed to give the student the necessary understanding, techniques and materials to develop an effective instrumental program in the public schools. Demonstrations and laboratory work are designed to give the student the competency needed to meet successfully the various teaching situations in instrumental music from the grades through high school.

Student Teaching and Conferences 30 hours—12 credits

All student teaching is done under the careful personal supervision of music department teachers. Further, all teaching is done with elementary grades or high school students.

Physical Education I (Eurythmics I) 2 hours—1 credit

This course attempts to develop musical perception and appreciation through physical response; to stimulate creative imagination through group and individual interpretations; and to promote bodily coordination, poise and precision. Having gained sufficient skill and alertness in rhythmic response, the student is required to direct others; to master and to teach a repertory of representative folk dances; and, to organize the work to fit the needs and capacities of elementary pupils.

Physical Education II (Eurythmics II) 2 hours—1 credit

This course is a continuation of Physical Education I (Eurythmics I). Prerequisite: Physical Education I.

ELECTIVES FOR MUSIC STUDENTS

Counterpoint 3 hours—2 credits

This course consists of study and analysis of representative works of the great polyphonic writers from the 16th to the 18th centuries. Original work in these styles and forms is also required. Prerequisite: Theory IV.

Composition 3 hours—2 credits

In this elementary course each student is offered guidance and aid in writing pieces in the forms, styles, and mediums best suited to his own special capabilities and needs. Prerequisite: Theory IV.

Advanced Harmony 3 hours—2 credits

This course is designed to give the student advanced study in harmony which will lead to a better understanding of the idiom of present day music. Prerequisite: Theory IV.

American Music 3 hours—2 credits

This course provides a study of the history of American Music from the 17th Century to the present. Early American Musical heritages are traced from pre-revolutionary America. Prerequisites: Music History I and II.

Piano Pedagogy 3 hours—2 credits

This course makes a survey of all present and past developments in the teaching of class piano. The various class piano methods are compared and criticized. Prerequisite: Junior Standing in Piano.

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Fundamentals of Music 2 hours—no credit

This course is given to all students of the Elementary Curriculum who do not meet the prescribed requirements of a Standard Achievement Test in music and/or who are unable to sing a simple melody in tune. Fundamentals of Music includes the study of intervals, scales, measure and key signatures, simple and compound rhythms, notation and terminology, and the application of this knowledge to the reading of simple music. Prerequisite to: The Teaching of Music in the Primary Grades.

Music for the Elementary Grades 3 hours—2 credits

This course is required of all students of the Elementary Curriculum. It is designed to equip graduates of the Elementary Curriculum to teach music in the primary grades. Fundamentals are reviewed, keyboard facility and the child's and teacher's voice are studied, music reading is developed, together with the study of the five-fold music program of kindergarten through the third grade. Prerequisite: Fundamentals of Music.

Teaching of Music in the Elementary Grades 3 hours—2 credits

This course continues the five-fold music program in grades four through six. Additional ability in song reading and part singing is attained. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Teaching of Music in the Primary Grades.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music Curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, Head of Department
WILLIS H. BELL
DONALD E. HOFFMASTER
MERRILL B. IAMS
DANIEL G. REIBER
ADRIAN W. RULAND
PAUL M. WADDELL
VERNON A. ZEITLER

Biology, chemistry, and physics are combined into one department designated as the science department. The activities of the science department are designed to fulfill three purposes: First, to teach the facts, skills, attitudes and appreciations of science through the basic courses to those students specializing in some field other than science to the end that they may better understand the world in which they live and the impact of the scientific method on society; Second, to provide specialization in the various fields of science for those who wish to prepare to teach these sciences in the secondary school; Third, to offer a program to the prospective elementary teacher which will enable her to teach science in the first six grades.

GENERAL EDUCATION COURSES

(Required of All Students)

Basic Biology 3 cr.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Two hours lecture and two hours laboratory.

Basic Physical Science 3 cr.

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and use of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems. Two hours lecture and two hours laboratory.

SPECIALIZATION IN THE VARIOUS FIELDS OF SCIENCE

The increasing complexity and specialization within the field of science has made many problems for those preparing to teach science in the secondary schools of Pennsylvania. One of the problems is that of securing sufficient breadth as well as depth in preparation for teaching science.

Indiana has attempted to meet the needs of prospective science teachers by offering a wide variety of courses and fields in which to specialize. These are as follows:

	Major	Minor
Biology Specialization	30 sem. hrs.	18 sem. hrs.
Chemistry Specialization	35 sem. hrs.	18 sem. hrs.
Physics Specialization	35 sem. hrs.	18 sem. hrs.
Physical Science Specialization	30 sem. hrs.	18 sem. hrs.
Science Specialization	38 sem. hrs.	no minor

COURSES REQUIRED OF MAJORS IN THE VARIOUS FIELDS OF SCIENCE

Teaching Science in the Secondary School 3 cr.

This course is planned to give the prospective science major a thorough background in the problems of teaching science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Three hours lecture.

Biological Science Specialization

Requirements for Major in Biological Science 30 credit hours		Requirements for Minor in Biological Science
Botany I and II	8 credits	18 credit hours in Biology
Zoology I and II	8 credits	
Teaching Science in the Secondary School	3 credits	
Electives	11 credits	

Students specializing in biological science will not be required to take Basic Biology.

Chemistry Specialization

Requirements for Major in Chemistry 35 credit hours		Requirements for Minor in Chemistry
Inorganic Chemistry I and II	8 credits	18 credit hours in Chemistry
Physics I and II	3 credits	
Qualitative Analysis	3 credits	
Quantitative Analysis	3 credits	
Teaching Science in the Secondary School	3 credits	
Electives (Chemistry)	10 credits	

Students specializing in chemistry will not be required to take Basic Physical Science.

Physical Science Specialization

Requirements for Major in Physical Science 30 credit hours		Requirements for Minor in Physical Science
Inorganic Chemistry I and II	8 credits	
Physics I and II	8 credits	18 credit hours in Physics and Chemistry
Teaching Science in the Secondary School	3 credits	
Electives	11 credits	

Students specializing in physical science will not be required to take Basic Physical Science.

Physics Specialization

Requirements for Major in Physics 35 credit hours		Requirements for Minor in Physics
Physics I and II	8 credits	
Inorganic Chemistry I and II	8 credits	18 credit hours in Physics
Teaching Science in the Secondary School	3 credits	
Electives (Physics)	16 credits	

Students specializing in physics will not be required to take Basic Physical Science. College algebra and trigonometry and prerequisites for specializing in physics as a first field.

Requirements for Major in General Field of Science 38 credit hours		Minor
Botany I and II	8 credits	
Zoology I and II	8 credits	No minor is provided for the general field of "Science."
Inorganic Chemistry I and II	8 credits	
Physics I and II	8 credits	
Teaching Science in the Secondary School	3 credits	
Earth Science	3 credits	

Students specializing in General Field of Science will not be required to take Basic Biology, Basic Physical Science or Science in Modern Civilization.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

Botany I 4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

Botany II 4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

Zoology I 4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of each phylum of the invertebrates. Emphasis is given to the study of those forms of economic importance to man or with health implications. The student becomes acquainted with the many invertebrates species found locally. Three hours lecture and three hours laboratory per week.

Zoology II 4 cr.

This course is a study of the chordata in general, and more particularly the classes of vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

ELECTIVES for SPECIALIZATION in BIOLOGICAL SCIENCE

Conservation of Plant and Animal Resources 3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussion of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week. Two all-day Saturday field trips are scheduled.

Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

Field Zoology 3 cr.

Field zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Two hours lecture and three hours laboratory per week.

Genetics 3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are all considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

Microbiology 3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botany I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

Ornithology 3 cr.

Ornithology is a careful study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

Physiology 3 cr.

The purpose of this course is to give the student a general background of how animals carry on bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

REQUIRED COURSES for SPECIALIZATION in CHEMISTRY

Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, grammolecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture and three hours laboratory per week.

Qualitative Analysis 3 cr.

A study of chemical properties of certain elements and various ionic chemical equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of laboratory work. Two hours lecture and four hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitatives techniques. Two hours lecture and four hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Physics I and II—See Page 137 8 cr.

ELECTIVES for SPECIALIZATION in CHEMISTRY

Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fat, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analysis. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture and three hours laboratory per week. Prerequisite: Organic Chemistry.

Colloidal Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

Industrial Chemistry 3 cr.

This course is a study of the applications of chemistry and science to the industries of Western Pennsylvania for the science teacher. Field trips to representative industries will constitute the laboratory work and serve as a basis for discussion. Two hours lecture and three hours laboratory per week. Prerequisite: Inorganic Chemistry I and II.

Organic Chemistry I 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Organic Chemistry II 3 cr.

This course is a continuation of Organic Chemistry I. Aromatic compounds are studied with respect to their properties typical reactions and value synthesis of useful consumer products. Two hours lecture and three hours laboratory. Prerequisite: Organic Chemistry I.

Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressure, chemical cells, buffers, indicators; oxidation-reduction

potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

REQUIRED COURSES for SPECIALIZATION in PHYSICS

Physics I and II 8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, and light. A working knowledge of elementary algebra is essential. Three hours lecture and three hours laboratory per week.

Inorganic Chemistry I and II—See Page 136 8 cr.

ELECTIVES for SPECIALIZATION in PHYSICS

For a specialization in Physics, the two-semester course, Physics I and II must be taken first. It is recommended that this be taken in the first year of college. The advanced courses being given each year will be announced.

Electricity and Magnetism 4 cr.

This is an advanced course in general electricity and magnetism for all physics majors and minors. The electric and magnetic fields of D. C. and A. C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Heat 4 cr.

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Mechanics 4 cr.

This is an advanced course in general mechanics for physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Modern Physics 3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Optics 3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Electronics 3 cr.

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.

ELECTIVES for SPECIALIZATION in PHYSICAL SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry, and Physics.

ELECTIVES FOR SPECIALIZATION IN THE GENERAL FIELD OF SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry, and Physics.

Earth Science 3 cr.

This course is designed to provide the background of knowledge of the sky, geological forms, and weather phenomena necessary to the teacher of General Science in the junior high school. Field trips at night for star study, visits to interesting geological formations and a weather station are some of the activities included. Two lecure periods and one two-hour laboratory period.

REQUIRED COURSES FOR STUDENTS IN SECONDARY EDUCATION

Science in Modern Civilization 3 cr.

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implications. Discoveries leading to more abundant supplies of energy, discoveries

contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

REQUIRED COURSES FOR STUDENTS IN ELEMENTARY EDUCATION

Science for the Elementary Grades 3 cr.

This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for teaching science in the elementary school. Units or problems are selected to achieve this purpose which cut across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

Teaching of Elementary Science 3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Bacteriology 2 cr.

This course is designed specifically for students of home economics. It is a general one-semester course dealing with bacteria in their various relations to man. Applications to food preservation and other problems of the home are stressed. One hour lecture; three hours laboratory.

Inorganic Chemistry 3 cr.

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and three hours laboratory.

Organic and Biochemistry 3 cr.

This course is designed to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorption, and metabolism. Two hours lecture and three hours laboratory.

SOCIAL STUDIES DEPARTMENT

RAYMOND L. LEE, Head of Department
C. M. JOHNSON ALBERT J. WAHL
JAMES G. KEHEW JOHN R. SAHLI
FLORENCE WALLACE

The department of social studies serves two functions. First, through courses required of all students as part of the general education program of the college, it seeks to develop those understandings, attitudes, and social competencies essential to effective citizenship in a democracy and to acquaint students with the patterns of American culture within which they will live and work as teachers. Second, for students who show special interest and competence in the social sciences the department provides a program of studies that will equip them to teach history and the social studies in the secondary school.

A student may elect history or social studies as his major field of specialization. Thirty semester hours are required for graduation in each field. A student who elects to major in one of these fields may choose the other field as a minor. However, in that case courses taken in the major field may not be used for credit in the minor field. Students who elect to major in either of the foregoing fields are urged to take courses in excess of the semester hour requirement for graduation. Required and elective courses for these respective fields may be found on pages 67-68 of this catalog.

A student electing either of the foregoing fields as a minor is required to take 21 semester hours for graduation in that field. The required courses are History of Civilization I and II, History of the United States and Pennsylvania I and II, American Government or American Citizenship, Principles of Sociology and Principles of Economics.

GENERAL EDUCATION COURSES

(Required of all students)

World Culture I 5 cr.

A survey course presenting in integrated form the origin and development of man's major political, social, economic, religious, aesthetic and intellectual institutions from preliterary times to approximately 1500 A.D. Including the Oriental and Near Eastern cultures as well as the more familiar Greek, Roman, and Germanic contributions to world society, the course deals with broad historical movements rather than with the details of individual peoples and nations. Throughout the course emphasis is given to the literary media through which the various cultures express themselves.

OR—

History of Civilization I 3 cr.

A study covering the same ground and using the same techniques as the course described above, except that there is less conscious effort to integrate the literature of a given period with other aspects of its history.

AND—

Literature I 2 cr.

World Culture II 5 cr.

Using the same approach as in World Culture I, this course deals with man's development from 1500 AD to the present. Among the topics discussed are: The Commercial Revolution; the Age of Reason; the Age of Revolution—political, economic, and social; the rise of constitutional governments; and nationalism and the clash of cultures incident to the growth of empire. Considerable attention is given to democracy, capitalism, communism, fascism, and socialism as the major ideologies of the nineteenth and twentieth centuries. The course concludes with an examination of the various formulas for world order proposed or attempted since 1900.

OR—

History of Civilization II 3 cr.

A survey identical with World Culture II, except that, as in History of Civilization I, the treatment of a given period, culture or movement is primarily historical.

AND—

Literature II 2 cr.

American Citizenship 6 cr.

American Citizenship 3 cr.

A course which emphasizes the problem-action approach to public affairs. Democratic philosophy is examined in relations to problems of suffrage, the formation and measurement of public opinion, the function of pressure groups, the operation of political parties, and the role of elected officials in drafting foreign and domestic policy. Active politicians are interviewed; students experiment in the community with political action and poll-taking techniques.

OR—

American Government 3 cr.

This course is largely concerned with our Federal and State governments. Emphasis is placed upon the constitutional basis of government, organization and structure of government, division of governmental powers, Federal and State relations, public finance, organization and role of political parties, and the place of the citizen in government. In the study of the functions and services of government attention is given such problems as foreign policy and world relations, economic and social security, and the promotion of the general welfare.

AND—

Introduction to Philosophy 3 cr.

A course in which attention is given to the method of reflective thought and reasoned inquiry, the nature of truth, man's place in the universe, and the relation between science and religion. Special emphasis is given such schools of thought as humanism, rationalism, naturalism, and idealism as well as the great thinkers who dominated these schools of thought.

OR—

Home and Family Living—See Page 113 3 cr.

(Additional Requirement of Elementary and Secondary Students)

History of the United States and Pennsylvania I 3 cr.

A course covering the period in American history from the discovery of America to about 1865 with emphasis on the history of Pennsylvania. Special attention is given to the colonial foundations of our nation, the emergence of our Federal Union, the rise of an American culture, territorial and economic growth of the United States, the rise of political democracy, social reform, and the controversy over sectionalism and slavery.

History of the United States and Pennsylvania II 3 cr.

A course in the history of the United States and Pennsylvania from about 1865 to the present in which the industrialization of America, urbanization, the rise of organized labor, and the development of a distinctly American culture are stressed. Due attention is given to the political, economic, and social reform movements of this period in our history as well as to the increasing role of the United States in world affairs.

(Additional Requirements of Students in Special Curricula)

History of the United States and Pennsylvania 3 cr.

A survey of the growth and development of America and Pennsylvania from the beginning of the colonial period to the present

time. The course stresses such broad movements as the rise of our independent nation, the development of political democracy, the territorial and economic growth of our nation, the development of an American culture, and the increasing role of the United States in world affairs.

COURSES REQUIRED OF MAJORS

In addition to the required courses in general education, students desiring to make History or Social Studies their major field of study are required to take Principles of Sociology, Principles of Economics, and the Teaching of Social Studies in the Secondary School.

Principles of Sociology 3 cr.

This course is offered in two forms:

(1) Principles of Sociology I. Open only to freshmen who have indicated a desire to major in History or Social Studies, this form of the course is a survey of the general field of the Social Sciences. It aims to show the relationships of the social sciences to each other and to the physical sciences and the differences between them and such other studies as theology and philosophy. Taking culture concepts and social institutions as its basic materials, it explores the content and methodology of those studies seeking to record and explain man's social behavior in the modern world.

(2) Principles of Sociology II. This form, constituting what might be called the "regular" course in Sociology, is open to all other students, including those who may decide in their sophomore year to major in History or Social Studies.

Sociology is the science of the structure and functioning of human groups. Emphasis is placed on man's natural and social heritage, the meaning of culture, and the origin, development and characteristics of social institutions such as the family, the church and the state. Problems of social change, and the attendant efforts to direct and control such change, are integral parts of this study.

Principles of Economics 3 cr.

A course in which a study is made of the major areas in the field of economics; production, exchange, distribution, and consumption. Special consideration is given wages, interest, rent, profits, price determination, money and banking, and national income.

Teaching Social Studies in the Secondary School 3 cr.

This course seeks to familiarize prospective teachers with current trends and developments in the field of social education, with

effective procedures for teaching social studies in the secondary school, and to develop a professional interest in social education. Emphasis is placed on the Objectives of social education, courses of study, organization of content of teaching, effective procedures and techniques, instructional materials and resources, and evaluation.

ELECTIVES

Renaissance and Reformation 3 cr.

This is a course dealing with the study of the Renaissance, with reference to the artistic, literary, scientific and political aspects, and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development in Europe. Particular attention will be given to the educational ideas of Erasmus and other reformers in this period.

History of Europe to 1815 3 cr.

This course deals with important political, economic and cultural achievements from the 16th century to the beginning of the 19th. It treats of the Renaissance, the spirit of reform and religious revolt, the expansion of Europe, monarchy by divine right and other aspects of the "Old Regime" and the French Revolution, and the era of Napoleon.

History of Europe Since 1815 3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and inter-group relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

Twentieth Century World 3 cr.

This course examines political, economic, social and intellectual trends in the world since 1900, with a major emphasis on European contributions. Consideration is given to the causes and results of twentieth century warfare and the search for international order and stability.

History of the Far East 3 cr.

A survey of the development of the peoples of China, Japan, India and adjacent territories for the purpose of gaining an understanding of their contemporary problems and ways of thinking as they relate to current world affairs. Special emphasis is placed on the impact of the West as a conditioning factor in the development of the Far East in modern times.

History of the Middle East 3 cr.

This course is a study of the Ottoman Middle East and its lack of political unity resulting from the rise and development of Arab, Turkish, Zionist and other nationalist movements. Special attention is given to the effect of these movements upon the contemporary history of the Middle East and to the significance of that area in current world affairs.

History of England 3 cr.

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that give rise to the struggle and events that culminated in the establishment of democratic principles and organizations in our modern world.

History of Latin America 3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems then as they are related to the various political units involved. The influences of European and American relations as they are reflected in local changes are given consideration.

History of Pennsylvania 3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

Diplomatic History of the United States

This course traces the history of our foreign relations for the American Revolution to the present. Emphasis is placed on those principles and major policies upon which our foreign policies are based.

American Constitutional History and Law 3 cr.

This course considers approximately fifty decisions of the United States Supreme Court. Through these decisions the student finds that law is a vital growing instrument of society; also, that the Supreme Court shapes the history of the country as definitely as do the more spectacular branches of government, the legislative and executive.

Contemporary Social Problems 3 cr.

A course which explores pressing social issues and the solutions offered for their alleviation. Within its scope fall race and minority discrimination, juvenile delinquency, crime, family disintegration, personal maladjustment, population shifts, the role of culture, the nature of social change, and the possibility of social planning. Problems are defined and solutions are explored in the light of historical, political, social, and anthropological data.

Contemporary Economic Problems 3 cr.

A course which briefly analyzes the world-wide clash of Communism, Socialism, and Capitalism, and examines in some detail the contemporary internal problems of American Capitalism. Controversial problems implicit in the rise of big business, big labor, big agriculture, and big government are explored, and proposed solutions are examined. Students are encouraged to reach tentative individual conclusions on the basis of their independent study.

Consumer Economics 3 cr.

Consumer Economics deals with economic activity and economic systems from the viewpoint, interest, and responsibilities of the ultimate consumer. Major areas of consumer economic interests will be studied with a view to offering practical suggestions as to how each interest can be realized.

Industrial Relations 3 cr.

A study of the problems involved in the relations between the workers and management in dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government.

Municipal Government 3 cr.

This course deals with the history, organization, structure and function of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

Comparative Government 3 cr.

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian systems. Consideration is given to the governments of France, Italy, Germany, and Japan. Comparisons and contrasts are drawn between these governments and government in the United States and other nations of our world.

International Relations 3 cr.

This course is an analysis of the growth of international law and the development of international organization. Emphasis is placed on the structure and functioning of the United Nations.

In action, the Intercollegiate Government Conference provides an admirable laboratory in the social studies in which students learn the practical applications of knowledge gleaned from textbooks.

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The children's literature room is filled with books for grade and high school children. They are used by practice-teachers and others in the study and teaching of children's literature. Students and teachers may use them in the Library or borrow them for home use.

In the picture a student-teacher is introducing seventh grade children to exciting new books for children.

The Keith (Laboratory) School has its own school library for students and teachers.

There is close cooperation between the Keith School Library and Wilson Hall Library at the college. Materials are freely borrowed and school and college students make use of both libraries.

H
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